



Relationships and Sex Education (RSE) Policy

1. Aims, scope and Statutory Requirements

The aims of relationships and sex education at Bishop's Stortford College are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health (physical and mental) and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote Fundamental British Values.

Our programme sets out to inform and to influence the behaviour of pupils within a social, moral and pastoral framework to prepare them for the responsibilities of adult life and has been constructed following appropriate consultation with parents. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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).

In teaching RSE we, pay regard to:

the Equality Act, 2010

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 from 1st September 2020. These make RSE compulsory as follows:

Relationships Education – for pupils receiving primary education (essentially age 5 to the end of Form 2). There is no parental right to withdraw pupils from this.

Relationships and Sex Education (Lower 3rd and above) is subject to a limited parental right to withdraw pupils (see below). Pupils have the right to ‘opt-in’ as they approach age 16. If they do opt-in, provision can be made for them to help them catch up with any ‘building blocks’ of knowledge that may be useful.

2. Responsibilities and Expectations

Staff are responsible for delivering RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of individual pupils; responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE. Pupils are expected to engage fully in RSE, and, when discussing issues related to RSE, treat others with respect and sensitivity. The delivery of the content will be made accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND) through appropriate differentiation techniques. It is recognised that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND. This is taken into account when preparing to teach RSE. This policy is reviewed annually and approved by the College Head and the Governing Council with any substantive changes undertaken in consultation with parents. Parents are sent a draft policy via School Post and invited to comment, seek clarification or ask questions prior to the policy being updated. This policy is available on the College website.

3. Parents’ right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16 which has regard to guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools. After this point, if the child wishes to receive sex education rather than being withdrawn, the College will arrange this.

- 4.** Requests for withdrawal should be put in writing and addressed to the Head of the relevant section of the College. A copy of withdrawal requests will be placed in the pupil’s educational record. The Head of section will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. Pupils may be

excused wholly or partly from Sex Education until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused. **Equality Act 2010**

Religion or beliefs are Protected Characteristics under the Equality Act 2010. Therefore, religious backgrounds of pupils are taken into account when planning teaching, so that the topics included are appropriately handled. Teaching reflects the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. The College has a broadly Christian background and ethos but welcomes people of all faiths and those of none. We aim for a balanced debate on issues that may be seen as contentious. Whilst schools must take into account religious background of all pupils when planning their RSE teaching, religious beliefs are not unlimited and must respect those of other people of other protected characteristics.

The College ensures that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics. The teaching of this is done sensitively and is age-appropriate in approach and content. It is fully integrated within an inclusive curriculum rather than taught as a standalone unit or lesson, for example, when relationships are discussed, they include same sex relationships as well as heterosexual relationships

5. Training

Staff delivering RSE are trained. In the Prep School, RSE is delivered by Form Tutors who also deliver in the PSHE programme. In the Senior School it is delivered by PSHE teachers. The College also invites external speakers and visitors such as sexual health professionals. The curriculum content is delivered in a non-judgemental, factual way which allows scope for young people to ask questions, whether publicly or anonymously, e.g. through question boxes. Visiting Speakers are vetted in accordance with our Visiting Speaker Policy. Wider staff who may be asked tricky questions on some of the topics covered, are advised to refer pupils to a member of the PSHE team who is best placed to answer their questions.

6. Curriculum Outline

Our curriculum is set out below. We may need to adapt it as and when necessary and the content is monitored and evaluated by staff with responsibility for PSHE/RSE and in consultation with parents, staff and pupils if revisions are being made. Our programme is age appropriate at each section of the College, taking into account the needs and feelings of pupils. This should include time for open discussions of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes' (sexting). If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. Our Personal, Social, and Health Education (PSHE) and PSED (EYFS) policy shows the broader context within which these topics are taught and should be read in conjunction with this policy. The Governing Council is kept informed of developments and issues within the delivery of PSHE/RSE.

7. Assessment and Progress

The College has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Regular feedback is provided on pupils' progress, and teaching is assessed, and assessments used to identify where pupils need extra support or intervention, with progress being captured through, for example, tests, written assignments or self-evaluations.

8. The Curriculum

The curriculum is spiral, meaning that the same content is taught more than once at an appropriate age and stage of a child's education. For the younger children in Pre-Prep, the curriculum is taught in lessons and is part of the everyday learning environment. Appendix 1 outlines the term in which each topic is taught and the school year.

By the end of Form 2 pupils are taught the following:

Families and people who care about me

- 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 different 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 other is needed

Caring friendships

- 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 other, and do not make others feel lonely or excluded
- That most friendships have ups and downs, 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

- The importance of respecting others, even when they are very different (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

Online relationships

- 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 with 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

- 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

By the end of U5th pupils are taught the following:

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including 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 relationships 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

- 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 in turn they should show due respect to others, including people in positions of authority and due tolerance of other peoples' 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

Online and media

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they 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, collated, shared and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and 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)

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest 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/AIDSs, 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

Appendix 1

BSC RSE Curriculum 2023 - 2024			
Requirement by the end of Primary:	Autumn term Year Group	Spring term Year Group	Summer term Year Group
(Relationships 1) that families are important for children growing up because they can give love, security and stability	R, 1, 2, 3		1, 2, 3, 4, 6
(R2) 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	R, 1, 2, 3	R, 1, 2	1, 2, 3, 4
(R3) 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	R, 1, 2, 3, 6	R, 1, 2	1, 2, 3, 4
R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	R, 1, 2, 3	1, 2	1, 2, 3, 4, 6
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R, 3	R, 1, 2	
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R, 1, 2, 3, 6	R, 1, 2, 6	1, 2, 4, 6
(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	R, 1, 2, 3, 6	1, 2, 4, 6	R, 1, 2, 3, 4, 6
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	R, 1, 2, 3	R, 1, 2, 4	1, 2, 3, 4, 6
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or	R, 1, 2, 3, 5	R, 1, 2, 4	1, 2, 3, 4, 6
(R10) that most friendships have ups and downs, 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	R, 1, 2, 3, 5	R, 1, 2, 4	R, 1, 2, 3, 4, 6

(R11) 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	R, 1, 2, 3, 4,5, 6	R, 4, 6	3, 4, 6
(R12) 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	R, 1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	R, 1, 2, 3,4, 5, 6	1, 2, 3, 4, 6	1, 2, 3, 4, 5, 6
(R14) the conventions of courtesy and manners	R, 1, 2, 3, 4, 5, 6	R, 1, 2, 3,4, 6	R, 1, 2, 4, 5, 6
(R15) the importance of self-respect and how this links to their own happiness	R, 1, 2, 3, 5, 6	R, 1, 2,3, 4, 5, 6	4, 5, 6
(R16) 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	1, 2, 3, 4, 5, 6	4, 5, 6	3, 4, 5, 6
(R17) 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	R, 1, 2, 3, 4, 5, 6	R	1, 2, 3, 5, 6
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive	1, 2, 3, 5, 6		3, 5
(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	R, 1, 2, 3, 4, 6	4, 6	3, 4, 5, 6
(R20) that people sometimes behave differently online, including by pretending to be someone they are not	1, 2, 3	R, 1, 2, 3, 4	3, 4, 5, 6
(R21) 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	3, 4, 6	R, 3, 4	3, 5, 6
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	1, 2, 4	R, 1, 2, 3, 4	3, 5, 6
(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	1, 2, 3	R, 1, 2, 3	3, 5, 6
(R24) how information and data is shared and used online	1, 2	R, 1, 2, 3	3, 5, 6
(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R, 1, 2, 3,4, 6	R, 1, 2, 3,4, 5, 6	R, 1, 2, 3,4, 5, 6

(R26) 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		R, 3, 5	1, 2, 3,4, 5, 6
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	R, 1, 2	R, 1, 2, 5, 6	1, 2, 3,4, 5, 6
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	R, 1, 2	R, 3	6
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult	1, 2, 5	R, 1, 2, 3,4	1, 2, 5, 6
R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard	3,4, 5, 6	R, 3,4, 5, 6	1, 2, 5, 6
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do	3,4, 5, 6	3,4, 5, 6	5, 6
(R32) where to get advice e.g. family, school and/or other sources	R. 1. 2. 3,4, 5, 6	R, 1, 2, 3,4, 5, 6	R, 1, 2, 3,4, 5, 6

Requirements by the end of secondary:	Autumn term Year Group	Spring term Year Group	Summer term Year Group
(FAMILIES a) that there are different types of committed, stable relationships	7, 9,10,11		7,8,
(FAMb) how these relationships might contribute to human happiness and their importance for bringing up children			
(FAMc) 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	9,11	8,	7,
(FAMd) why marriage is an important relationship choice for many couples and why it must be freely entered into	8, 9		
(FAMe) the characteristics and legal status of other types of long-term relationship	9		7,8
(FAMf) the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting			7, 10
(FAMg) how	7,8, 9,10,11		8,

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 a) 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.	7,8, 9, 10,11		7,8,9,10,11
(RRb) practical steps they can take in a range of different contexts to improve or support respectful relationships	7,8, 9,10, 11		7,8,9,10,11
(RRc) 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)	7,8, 9, 10 11	10, 11	9, 10,11
(RRd) 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	7,8, 9, 10, 11	10,11	7,8, 10, 11
(RRe) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	7,8, 9, 11		8,
(RRf) some types of behaviour within relationships are criminal, including violent behaviour and coercive control	9,10,11	9, 10,	8,
(RRg) what constitutes sexual harassment and sexual violence and why these are always unacceptable	9,10,11		9
(RRh) 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	7,8, 9, 10, 11	9, 10,11	10, 11
(Online and Media a) their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	7, 9, 10	8, 10	7,8, 10

(OMb) 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	7, 9, 10,	8, 9, 10, 11	7,8, 9,
(OMc) not to provide material to others that they would not want shared further and not to share personal material which is sent to them	7, 9, 10	9, 10, 11	8, 10
OMd) what to do and where to get support to report material or manage issues online	7, 9, 10,	8, 9, 10, 11	8, 10
(OMe) the impact of viewing harmful content	7,9, 10	8,9,10	8, 9,10
OMf) 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	9, 10, 11		8, 9
(OMg) that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	9, 10		8, 9
(OMh) how information and data is generated, collected, shared and used online	7, 9		8, 9
(Being Safe a) 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	9,10,11		7,8, 9
(BSb) 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)	9, 10, 11		7,8, 9
(Intimate and Sexual Relationships a) how to recognise the characteristics and positive aspects of one-to-one intimate relationships	9,10,11		7,8, 9
(ISRb) that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively,	10, 11		7,8, 10
(ISRC) the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause	9, 10, 11	11	9
(ISRd) managing sexual pressure, including understanding peer pressure, resisting pressure and pressuring others	7, 9, 10, 11	9, 10	7,8, 9
(ISRe) that they have a choice to delay sex or to enjoy intimacy without sex	10, 11	9, 10	7,8, 9, 10
(ISRf) the facts about the full range of contraception, efficacy and options available	11		9

(ISRg) the facts around pregnancy including miscarriage	11		7, 9
(ISRh) 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)	11		7, 9
(ISRi) 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	10	11	9
(ISRj) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	10	11	9
(ISRk) how the use of alcohol and drugs can lead to risky sexual behaviour		10	8, 9, 11
(ISRl) how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	10	11	7, 9