



Relationships and Sex Education Policy

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1. Introduction

At Sir Christopher Hatton Academy, we recognise the importance of healthy relationships in all our lives and the entitlement of young people to receive effective guidance, learning and support in this aspect of social and personal development. We consider that Relationships and Sex Education (hereafter RSE) at the Academy should be complementary to, and supportive of the role of parents and carers in educating their children. Moreover, it will be integrated into the curriculum fully and not isolated, taken out of context or over emphasised in any way.

Under the Education Act 2002 and Academies Act 2010, all schools must produce a balanced and broadly based curriculum which promotes spiritual, moral, cultural and physical development of students of the school and of society and prepares students at the school for the opportunities and experiences of later life. This will reflect fundamental British values.

This policy has been updated in line with the Statutory Guidance on Relationships and Sex Education (RSE) for first teaching from September 2020, as well as the letter from Education Secretary; Gillian Keegan regarding expectations RE: parent/carers access to resources. The Academy will also review and update its provision in line with subsequent Department for Education guidance relating to Relationships, Sex and Health Education (RSHE), safeguarding, online safety, mental health and emerging risks affecting children and young people.

2. Definition

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

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

3. Rationale and Ethos

Relationships and Sex education:

- is set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills and increase their knowledge and understanding to make informed decisions and life choices.
- is delivered to all students and is taught gradually, so that learning can be built up year by year in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.
- makes an essential and significant contribution to safeguarding children and young people during their school age years and into the future.
- should enable young people to develop skills and confidence to access professional advice and appropriate health services.

4. Aims

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

- Provide a framework in which sensitive discussions can take place

- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Combat ignorance and increase understanding – provide full, honest information about the physical, emotional and social aspects of human sexual development from conception to old age
- To promote the ability to make informed decisions – help young people develop the ability to determine their own values within a moral and legal framework and make decisions about their behaviour which will be beneficial to themselves and partners
- To promote responsible behaviour – increase individual responsibility for sexual behaviour i.e., not passing on sexually transmitted diseases, initiating unwanted pregnancies, nor forcing unwanted sexual activity on other people
- Combat exploitation and promote an awareness of the misuse of sex to protect themselves from exploitation to avoid being exploited, or exploiting others
- To know how the law applies to sexual relationships
- RSE must be sensitive to the different needs of individual students and may need to evolve and adapt over time as the student population changes.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum known as Life skills; Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in religious education (RE).

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

RSE 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 RSE curriculum, please see Appendices. There are clear values that underpin Relationships and Sex Education:

- Mutual respect
- Value of family life, marriage and of other loving and stable relationships in bringing up children
- Rights and responsibilities for self and others
- Commitment to safety and well being
- Gender equality
- Acceptance of diversity
- Violence and coercion in relationships are unacceptable

The values in RSE are consistent with the values underpinning the PSHE curriculum which aims to enable all children and young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society and which promotes the spiritual, moral, cultural, mental and physical development of learners
- Awareness and understanding of fundamental British Values.

6. Knowledge and understanding:

RSE should increase students' knowledge and understanding in appropriate stages by:

- Understanding the importance of safety and risk
- Learning and understanding emotional and physical development including intimate and sexual relationships and sexual health
- Understanding human sexuality, reproduction, sexual health, emotions and relationships, mental and physical health
- Learning how to resist unwelcome pressures to be sexually active
- Learning how to avoid unplanned pregnancy and STIs including learning about contraception and infection avoidance (including HIV)
- Learning about pregnancy and the choices available
- Learning about the range of local and national health advice, contraception and support services available
- Understanding the legal aspects of sexual behaviour
- Learning about the links between sexual health and alcohol/drugs
- Understanding the positive benefits of loving, rewarding and responsible relationships
- Learning about the impact of coercion and violence and understanding that consent is critical
- Understanding the arguments for delaying sexual activity
- Recognising and maximising a healthy lifestyle
- Understanding rights, responsibilities and safety/legalities of online and media life

7. Personal and social skills

It is important that students and young people develop personal and social skills to make informed decisions and life chances including:

- Learning to identify their own emotions and those of others
- Managing emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Communicating openly and respectfully about sex and relationships
- Learning how to identify risk
- Coping with peer pressure

- Asking for help and accessing advice and services

8. Statutory Requirements

The Department for Education published [statutory guidance for Health Education, Relationships Education and RSE](#) in June 2019. This covers broad areas of particular relevance and concern to children and young people today. It should ensure that every pupil is guaranteed a PSHE education that covers:

- Mental health and wellbeing
- Physical health (including healthy lifestyles and first aid)
- Learning about safe, healthy relationships and sex (including consent)
- Negotiating life online
- Intimate relationships
- Emerging online risks, including artificial intelligence (AI), deepfakes, image-based abuse and harmful online influences
- Help-seeking, resilience and emotional wellbeing
- Health literacy, including vaccinations, immunisation and preventative healthcare

As a secondary Academy, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, 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](#).

At Sir Christopher Hatton Academy we teach RSE, as set out in this policy.

9. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- **Review** –members of staff reviewed all relevant information including relevant national and local guidance
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents and any interested parties were invited to feedback about the policy via the Academy website
- **Young people’s voice** – we investigated what young people want from their RSE education December 2023
- **Ratification** – once amendments were made, the policy was shared with directors and ratified

10. Parental Rights and the Curriculum

10a. The right to withdrawal:

Following discussion with a school, parents/carers have the right to withdraw their child from the ‘sex’ elements of RSE.

Parents/carers do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.

There is no right of withdrawal from National Curriculum Science which includes elements of sex education such as puberty and reproduction.

Three terms before they turn 16, a student can opt back in to sex education lessons against their parents' wishes.

A standard letter will inform parents when RSE is being taught, which gives them the choice to withdraw their child. The parent/carer would be asked to write to the school to state the reason for the request.

Before granting such a request, an appropriate member of staff would discuss the request with the parent/carer to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The materials to be taught would be made available to the parent/carer upon request.

Parents and carers will be given the opportunity to discuss the curriculum content, rationale and intended learning outcomes before a final decision regarding withdrawal is made.

This conversation should be documented. Once these conversations have taken place, except in exceptional circumstances, the Academy would respect the request of the parent/carer to withdraw the child from the sessions **up to and until three terms** before the child turns sixteen. At this point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. (Children and Social Work Act 2017).

The Children and Social Work Act of 2017 also states that parents/carers are not able to withdraw their child from relationships education in primary or secondary school.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Co-Principals may want to take a student's specific needs arising from their SEND into account when making this decision.

Alternative provision will be made for pupils who are withdrawn from sex education.

Where a student is withdrawn from sex education lessons, the Academy will ensure that appropriate, purposeful alternative educational provision is provided during this time.

10b. Access to RSE resources:

In November 2023, Education Secretary Gillian Keegan reiterated the DfE expectations that parents and carers should be able to review RSE resources.

The Academy recognises the importance of working in partnership with parents and carers in the delivery of Relationships and Sex Education (RSE).

In order to comply the Academy will:

- Publish Student Learning Journeys for PSHEE / RSE on the Academy Website to support parents understanding of the curriculum. This can be viewed [here](#)
- Respond to requests to view RSE resources, and arrange an appropriate meeting time to discuss resources with parents.
- Take resources to the meeting and talk parents through requested content
- Provide opportunities for parents and carers to discuss curriculum content with an appropriate member of staff.

Parents who wish to view resources should:

- Email pastoralcurriculum@hattonacademy.org.uk identifying that they wish to view RSE resources, stating their child's name, form and year group.

- Where possible, identify the specific area of the curriculum or resources they wish to discuss.
- The Academy reserves the right not to distribute copyrighted materials. Where appropriate, arrangements will be made for resources to be viewed in person.

11. Inclusion and the Law

The Academy is sensitive to the fact that students are from a wide variety of cultures, backgrounds and beliefs. However, the Academy will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted contraception, as well as covering the law in relation to, for example: marriage; forced marriage, female genital mutilation (FGM) and Child Sexual Exploitation. This will also include learning about civil partnerships, healthy relationships, consent, equality under the Equality Act 2010 and the rights and responsibilities of individuals within modern British society.

In the Academy, teaching will always reflect the law (including the Equality Act 2010) 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.

Schools should pay particular attention to the Public Sector Equality Duty (PSED) (s.149 of the Equality Act).

It is important that RSE caters for all students and is respectful of how students choose to identify themselves, understanding that depending on their age and maturity their sexual orientation and gender identity may be 'emerging'.

In teaching RSE, the Academy will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

The Academy will aim to ensure that all of the teaching is sensitive and age appropriate in approach and content. At the point at which the Academy consider it appropriate to teach their students about LGBTQ+, they will ensure that this content is fully integrated into their programmes of study for this area of the curriculum, rather than delivered as a standalone unit or lesson. The 2019 RSHE Statutory guidance stipulates that schools are free to determine how they do this, and it is expected that all students will be taught LGBTQ+ content at a timely point as part of this area of the curriculum.

We intend the policy to be sensitive to the needs of different ethnic, religious and cultural groups whilst upholding British values.

We will ensure that all students receive RSE and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

There are many different legal provisions whose purpose is to protect young people and which ensure that young people take responsibility for their actions. Students will be made aware of the relevant legal provisions when relevant topics are being taught, including, for example:

- Marriage
- Consent, including the age of consent
- Domestic violence
- Online behaviours including image and information sharing (including "sexting", Youth-produced sexual imagery, nudes etc.)

- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism / radicalisation
- Criminal exploitation (for example, through gang involvement or “county lines” drugs operations)
- Hate crime
- Female genital mutilation (FGM)
- Civil partnerships
- Image-based abuse
- Artificial intelligence (AI) generated content and deepfakes
- Online misogyny and harmful online influences
- Coercive and controlling behaviour
- Gillick competence and medical consent

12. Confidentiality

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary, seek medical advice
- Child protection concerns will be considered and referred to the DSL under Academy safeguarding procedures and policies
- The young person will be properly counselled about contraception
- Health professionals are bound by their codes of conduct in a one-to-one situation; in a classroom situation they must follow the school’s confidentiality policy
- Our students are made clear the procedures with regards to confidentiality
- If questions are asked in class or another context (e.g., assembly), adults will follow the safeguarding protocol of the Academy Trust (based on DFE guidance). Teachers and other staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue where Academy Trust safeguarding procedures will be followed
- Refer to the Keeping Children Safe in Education Statutory Guidance for Schools and Colleges

13. Roles and responsibilities

The Board of Directors have delegated the approval of this policy to the Co-Principals.

- **The Co-Principals**

The Co-Principals and the Leadership Team are responsible for ensuring that RSE is taught consistently across the Academy, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

- **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring, learning, understanding and progress
- Responding to the needs of individual pupils

Staff who have concerns about teaching RSE are encouraged to discuss this with the Co-Principals.

- **Pupils**

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

14. Planning and teaching

We have Senior and Middle leaders with responsibility for coordinating RSE.

RSE is delivered across the curriculum, but specifically in Lifeskills (PSHE) and Science. Form tutors are responsible for teaching Lifeskills (PSHE) and certain aspects are delivered by the Northants Children and Young People's Nurse Team, other approved professionals/external agencies.

Science National Curriculum Statutory Requirements are met.

Content covered in RSE in Key Stage 3 (Year 7-9) includes but is not limited to:

- Keeping good friendships
- Family relationships
- Personal identity
- Changes to the body during puberty including the menstrual cycle
- Understanding emotions and strategies for a positive mental wellbeing
- Human fertility
- Contraception (Year 9+)
- Personal responsibility for health (e.g., personal hygiene, healthy habits, internet use)
- Sexual Relationships and an individual's health (including STIs and HIV) (Year 9+)
- Introduction to consent and thinking about personal boundaries and how to set them, and the laws to keep them safe
- The effect of the media and the internet on body image
- Online safety, misinformation and critical evaluation of online content
- Artificial intelligence, deepfakes and image-based abuse
- Healthy and unhealthy online influences
- Equality, protected characteristics and inclusion
- Vaccinations, immunisation and preventative health

- How and where to seek support for physical, emotional and mental health concerns

Content covered in RSE in Key Stage 4 (Years 10-11) includes but is not limited to:

- Human fertility
- Different types of relationships
- The impact of the Internet and mobile technology on relationships, including how explicit material can damage the way people see themselves in relation to others and negatively impact how they behave
- Peer pressure and how it may impact the choices they make
- Choices and alternatives to different sexual situations
- Consent in the context of all relationships and the laws surrounding 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
- Self-care
- Healthy and unhealthy relationships
- Contraception and an individual's health (including STIs and HIV)
- Online misogyny, harmful influencers and harmful online communities
- Image-based abuse and digital consent
- Gillick competence and medical consent
- Menopause and reproductive health
- Blood, organ and stem cell donation
- Recognising signs of emotional distress and accessing support

15. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Examples of such training providers include the Department for Education produced resources; The National College; The National PSHE Association quality assured resources.

The Academy will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Teaching materials and resources

RSE resources are chosen for:

- Being inclusive – acknowledging the full spectrum of diversity in society and culture
- Positive, healthy, factual, evidence based and unbiased messages
- Age and understanding appropriateness. We have a duty to ensure that children with special educational needs are properly included in RSE and should help all students understand their learning or physical and emotional difficulties.

How will the Academy deal with sensitive questions?

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class, or individually taking into account the HAT Child Protection Policy
- Encourage students to ask their parents/carers any questions outside the planned programme
- Set out clear ground rules regarding personal questions
- Students and young people will be informed of where to gain support or help should they wish to raise any questions via access to the school nurse drop-in clinic or Academy pastoral support system/external agencies

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

We must ensure that the issue of sexist, sexual and transphobic bullying is addressed according to Academy policies and procedures (refer to Anti-Bullying Policy and the SCHA Behavior for Life Policy)

Staff will:

- use the correct terms for all body parts and students will be encouraged to use the correct terms for all body parts
- use clear, unequivocal language in an objective manner
- discuss what “slang” words mean and say that some can be seen as offensive

16. Assessment

Assessment should be made against clear learning outcomes and focus on knowledge, understanding, skills and attitudinal development including but not limited to:

- Critical reflection
- Decision making and managing risk
- Developing relationships and working with others
- A review at the end of each lesson
- Through diagnostic testing
- Student voice, assessment outcomes and safeguarding intelligence may be used to identify emerging needs and inform future curriculum development.

Online Safety

- As part of RSE it is important that students recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical well-being and safety and their personal reputation. It is important to explore the risks, the law as it relates to sharing and down loading of images and information and safe ways of sharing personal information, social networking, on line dating and sharing images. (Please refer to the HAT Online Safety Policy)

17. Monitoring arrangements

The monitoring and evaluation of RSE will take place as part of the Academy Monitoring and Evaluation cycle.

The delivery of RSE is monitored by Senior and Middle Leaders through: Learning walks, drop-in observations, book reviews and student voice feedback.

Pupils' development in RSE is monitored by teachers as part of our internal assessment systems.

The curriculum will be reviewed annually to ensure that it remains responsive to statutory guidance, safeguarding priorities, local context, student voice and assessment outcomes

18. Documents that support this RSE policy include:

Statutory Guidance and Legislation

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019 and subsequent updates)
- Keeping Children Safe in Education (current version)
- Children and Social Work Act 2017
- Equality Act 2010
- Education Act 1996
- Letter from the Secretary of State regarding parental access to curriculum resources

Academy Policies

- Safeguarding and Child Protection Policy
- Lifeskills (PSHE) Policy
- Online Safety Policy
- Equality and Diversity Policy
- Behaviour Policy
- Anti-Bullying Policy
- Student Health and Wellbeing Policy

The Academy curriculum is mapped against the statutory Relationships and Sex Education outcomes published by the Department for Education. In addition, the curriculum is reviewed annually to reflect emerging safeguarding risks, statutory updates, local context, student voice and assessment outcomes

Appendix 1: 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.

<p>Online and media</p>	<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
<p>Being safe</p>	<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)

<p>Intimate and sexual relationships, including sexual health</p>	<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
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Additional Content Included Within the Hatton Lifeskills Curriculum

In response to emerging safeguarding priorities and updated Department for Education guidance, students may also receive learning relating to:

- Artificial intelligence (AI) and deepfake technology
- Image-based abuse
- Online misogyny and harmful influencers
- Harmful online communities
- Critical evaluation of online content and misinformation
- Vaccinations and immunisation
- Antimicrobial resistance
- Blood, organ and stem cell donation

- Menopause and reproductive health
- Gillick competence and medical consent
- Help-seeking, mental wellbeing and suicide prevention