

# RELATIONSHIP & SEX EDUCATION POLICY



## Mission Statement

Empowering everyone to be the best that they can be.

1. **Excellence** – We will provide students with opportunities in which to excel, to empower them to make free choices as a foundation for the best possible future; with outcomes in line with or better than their peers nationally.
2. **Equality** – We will provide high quality teaching and learning, delivering a broad, knowledge rich curriculum, where high aspirations are the norm and success is celebrated, to all students regardless of their background, ethnicity, religion, gender, educational need.
3. **Truth** – We will pursue truth open-mindedly, seeking to help students to enquire, question and challenge, helping them to be well-rounded, resilient, confident, independent learners with a love for learning.
4. **Respect** – We will create a safe community that has at its core an understanding of deep respect for self, for others and for the environment; strong relationships are key.

<b>Executive Head teacher:</b> Jen Veal
<b>Lead Officer:</b> Danny Murray, PSHE
<b>Lead Governor: Dominic Course - Chair of HAB1</b> It is Governors' responsibility to monitor provision and ensure strategic implementation of the policy.
<b>Policy Date: June 2023</b> Updated: Summer 2024 To be reviewed: June 2025  This policy will be formally reviewed bi-annually.

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## 1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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. Statutory RSE and Health Education "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, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance p.8

## 2. Rationale & Ethos

South Dartmoor Community College believes in equal opportunities for everyone. All members of the school are expected to show consideration for all fellow members by promoting a caring environment in which the young person receives an education that combines PSHE (that includes elements of Citizenship, Character Education and careers), RSE and Health Education. We will ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

It is within this context that all pupils are entitled to an age-appropriate relationship and sex education (RSE and Health Education) programme as an integral part of our whole school PSHE programme that incorporates all new Statutory requirements outlined by the government in "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, make Relationships Education compulsory for all pupils receiving secondary education.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, developing communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

RSE and Health Education encompasses the development of adolescents in matters concerning human relationships and sexual activity based upon a comprehensive programme of study; embracing moral, spiritual, cultural values, attitudes and behaviour as well as knowledge in line with the school ethos. The lessons do not encourage early sexual experimentation, they teach young people to understand human sexuality, respect themselves and others and to understand the law. South Dartmoor Community College recognises that parents have a vital role to play in this matter and that this policy must be seen as a working partnership between home and school.

## 3. Defining what we mean by relationships and sex education

In this school Relationships and Sex Education refers to:

- The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing

- The development of skills, knowledge and strategies children need to keep themselves safe, happy and well both online and in the real world.
- Teaching the characteristics of positive, healthy and respectful relationships – including learning about how to effectively communicate consent, how to recognise consent from others and a person's right to withdraw consent.
- Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity.
- Teaching about healthy, respectful, non-exploitative and non-coercive behaviours including harmful sexual behaviours (Ofsted June 2021 report.)
- Teaching about the concepts and laws relating to the age of sexual consent both in established and new relationships, sexual exploitation, domestic abuse, grooming, rape, forced marriage, FGM and honour-based violence – including how these can impact current and future relationships.
- Developing an understanding of sexuality, gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including: a) Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes) b) Gender identity c) Home background (e.g. different family make-up) d) Ethnicity e) Gender f) Special educational needs and disability.
- Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information.
- Effective teaching and learning that supports pupils to develop safe, fulfilling and healthy sexual relationships at the appropriate time – including learning about the choice to delay first sex and the right to enjoy intimacy without having sex.
- Teaching about the impact of viewing harmful and / or sexually explicit material – including the extent to which pornography presents a distorted picture of sexual behaviours, damaging the way people see themselves in relation to others and negatively affecting how they behave towards sexual partners.
- Teaching about safer sex and sexual health, to ensure pupils are equipped to make safe, informed healthy choices as they progress through adult life – including learning about fertility, pregnancy and avoiding unplanned pregnancy.
- Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services Defining what we mean by Physical Health and Wellbeing Education In this school Health Education refers to:
  - Mental Wellbeing.
  - Internet Safety and Harm.
  - Changing Adolescent Body.
  - Health and prevention.
  - Physical Health over Fitness.
  - Healthy Eating.
  - Drug, Alcohol and Tabaco.
  - Basic First Aid.

#### **4. Our aims for PSHE RSE and Health Education**

- To provide a safe environment where questions of a sexual nature can be asked and answered openly without embarrassment and to encourage mature attitudes to natural bodily functions.
- To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision making.
- To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent assertive decision-makers.
- To promote healthy relationships and the idea of mutual responsibility within these relationships.

- To enable pupils to develop the ability to form positive, non-exploitative relationships.
- To promote self-respect and to help young people to understand that they have rights and should have control over who touches their bodies and to offer strategies for dealing with such situations.
- To counter misleading information and challenge attitudes.
- To provide up to date information regarding the law and sexual behaviour.
- To provide students with the knowledge, confidence and skills to avoid unintended teenage pregnancies.
- To develop an understanding of the implications and responsibilities of parenthood.
- To challenge attitudes and beliefs around gender/ sexual behaviours.
- To ensure RSE fosters gender equality and LGBT+ reducing stigma and discrimination.
- To raise awareness of the health risks associated with sexual activity, including HIV/AIDS.
- To educate pupils about harmful sexual behaviours both in person and online and how these can be reported.
- To inform pupils of where they can go for further information and advice.

## 5. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to send in their thoughts regarding the policy (COVID 19 prevented meetings).
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with the Trust's hub advisory board and ratified.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies (RS).

At South Dartmoor Community College there is a clear curriculum intent for PSHE, RSE and Health Education. The statutory guidance states that from 2020 all schools must deliver an RSE/ Health Education programme. RSE is also taught within the National Science Curriculum. The PSHE programme includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced-marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

South Dartmoor Community College allocates a 60 min PSHE lesson once per fortnight as well drawing upon cross curricular links and content e.g. science – puberty, Physical Education – maintaining a healthy lifestyle. An overview of our PSHE Curriculum Intent and Big ideas The themes are taught by a committed PSHE team; the learning deepens and broadens every year in each year group.

It is important that we implement our PSHE and RSE/ Health Education policy consistently throughout the school, and provide effective provision throughout classrooms. To ensure this:

- The PSHE programme and our lesson plans and schemes of work are based on the PSHE Association Key Themes and PSHE Association accredited resources.
- Lessons are age appropriate; content will be made accessible to all pupils, including those with SEND and use an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the programme.
- There is confident and consistent use of the correct terminology.
- Those fulfilling in-class support roles also receive training so as to ensure they can help facilitate the access of those pupils they are specifically supporting.
- There will be support and training available to those staff who require guidance on difficult topics.
- Have a proactive and planned approach to involving external professionals (e.g. school health nurse, Police, National Mental Health Organisations) in supporting the delivery and development.
- We encourage teachers to provide and amend additional resources that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.
- We aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.
- This includes an emphasis on: relationships and responsibilities; families and parenthood; as well as knowledge about the anatomy and physiology of growth and development; reproduction, contraception, sexually transmitted infections, including HIV/AIDS; forced marriage; sexual exploitation and female genital mutilation (FGM). In addition to this, there is also guidance on coping with social pressures which might lead to irresponsible sexual behaviour and strategies are provided to counter sexual harassment/ discrimination. The aim is for students to be equipped to make safe, informed, nurturing, healthy choices as they progress through adult life.

These explicit lessons are reinforced and enhanced in many ways through:

- Assemblies
- Guest Speakers and outside agencies
- Praise and reward system,
- Charter Education, Citizenship and Carers
- Through relationships, student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community. Upholding Inclusion in PSHE and RSE/Health Education including Pupils with Special Educational Needs.

The PSHE and RSE/ Health Education curriculum is inclusive and meets the needs of all our children. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods;
- use of expert guest speakers;
- practical activities;
- using DVDs or video • group and paired activities.

## **7. Using Visitors and guest speakers**

We may invite guest speakers into school to talk on issues related PSHE, RSE and Health Education. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge a pupil's perceptions.

- Other agencies/professionals and visitors will enhance but not replace our teacher-led programme.
- Teachers will always be present during sessions facilitated by other agencies / professionals and visitors.
- We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

## **8. Roles and responsibilities**

### **7.1 The governing board**

The Trust's Hub Advisory Board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **8.3 All PSHE Teaching Staff will**

- Ensure that they are up to date with school policy and curriculum requirements regarding PSHE, RSE and Health Education. Any areas that they feel are not covered or inadequately provided for should be reported back to the PSHE Lead.
- Attend and engage in professional development training around PSHE, RSE and Health Education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the DSL. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to the PSHE lead and on their experience of teaching PSHE, RSE and Health Education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced PSHE, RSE and Health Education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the PSHE lead.

### **8.4 Students**

Pupils should support one another with issues that arise through PSHE, RSE and Health Education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

We ask pupils for feedback on the school's PSHE, RSE and Health Education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be

reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

### **8.5 Parents/carers**

The school expects parents/carers to share the responsibility of PSHE, RSE and Health Education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE, RSE and Health Education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

### **9. Section 4: Withdrawal from RSE**

The school aims to keep parents/carers informed about all aspects of the PSHE, RSE and Health Education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school. South Dartmoor Community College believes that parents and carers should play an active role in shaping the education their children receive whilst at school.

To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, PSHE, RSE and Health Education balance the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff. We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of Statutory Relationships and Sex Education. However, parents do not have the right to withdraw their child from the relationship elements of the RSE curriculum or those elements on human growth and reproduction which fall under the Science National Curriculum.
- If a parent wishes to withdraw their child from sex education, they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once discussions have taken place, except in exceptional circumstances the school will respect the parents' request up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead.
- If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **10. Policy development – Monitor, review and evaluation**

The delivery of RSE is monitored by Danny Murray through:

- Our DDI process, Book looks, student voice, lesson observation, data trawls, planning scrutinies, learning walks.
- Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review / learning walks:



- Yearly feedback from pupils.
- Yearly communication with parents/carers about the PSHE, RSE.
- Feedback from staff.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Head Teachers annually. At every review, the policy will be approved by the Trust hub advisory board.

## Appendix 1: Curriculum Overview

	L1	L2	L3	L4	L5	L6
Y7 Autumn	Who am I and what kind of citizen am I? Including British Values	What communities do I belong to and how do I keep people safe if I see bullying? (including hate crimes & discrimination)	How can I keep myself safe online? (including sextortion)	What are stereotypes, prejudice and discrimination & what can I do about it?	How can I prevent my protected characteristics from being violated?	What is the structure of Government in my wider community?
Y7 Spring	What are my aspirations and the pathway to them?	What causes me to be stressed and what are my symptoms	How do I manage my stress & anxiety?	Why might gambling be harmful?	How can I keep myself physically healthy?	Why do some people use illegal substances? (inc. recreational drugs)
Y7 Summer	How can I build positive relationships?	How do I ensure my peers are safe from abuse? (inc. FGM & breast ironing)	What is an unhealthy relationship & why are nudes a bad idea? (inc consent & child image laws)	What happens to my body during puberty? (inc. periods)	What is love? (inc. physical expressions and contraception)	How does the media damage how we see our own bodies?
Y8 Autumn	Why is my family so important? (Including variants of family structure)	Why is living in a multicultural society so exciting?	How are some members of society oppressed? (inc. forced marriages, honour-based violence)	Why is social justice and social equality important for society to function?	What is bullying and how does banter differ from a joke?	Why is the cabinet so important to a functional society?
Y8 Spring	Can my digital footprint impact on my long-term aspirations? (inc. online identity)	How do I Stay physically healthy? (inc vaping)	How do I Stay physically healthy? (inc. alcohol)	How do I manage stressful situations?	How do I look after myself? (inc. the use of medicinal drugs)	What is Child criminal exploitation? (inc. County Lines & drug mulling)
Y8 Summer	How can I have a positive relationship with myself and others in real life and online?	How can I use social media safely? (inc law)	Why might a forced marriage be more likely to lead to a power imbalance and coercion?	What is an intimate / romantic relationship?	How do I ever know I have consent from another person?	What are the challenges of 'coming out or not identifying with your biological gender'
Y9 Autumn	What is the difference between friendship and romantic relationships?	How are young people exploited by criminal groups/gangs?	How does the media shape how we see our bodies?	What counts as harassment and a hate crime?	How much screen time is too much screen time?	What are the risks of sexting and sharing explicit images?
Y9 Spring	Why might pornography be bad for your mental health?	How does social media impact on your mental health?	What is substance use / misuse & the Law around substance misuse and possession.	What is grooming?	How do I Stay safe gaming?	What is Terrorism, Extremism Radicalisation?
Y9 Summer	How has the stigma attached to mental health changed and what can we do if we're worried about somebodies' mental health?	What is drug Trafficking & county Lines?	How do we know if we are being pressured to have sex? Inc. sex and consent & rape	What is CSE and Online sexual grooming?	What is emotional / physical abuse?	What is an informed decision when having sex? Inc contraception,
Y10 Autumn	How are Human Rights & the Equality Act 2010 relevant to me?	How can I Manage my emotions and treat myself with respect? Inc. suicide and self-harm?		What are my employment rights and responsibilities as a minor?	What are the benefits of living in a multicultural society and what happens when it goes wrong? including inequality, force marriages breast ironing, FGM & hate crimes.	How do relationships change Power/Change in relationships Coercive control – physical /Mental resilience
Y10 Spring	How can I achieve a work life balance?	How can I check my bits for lumps? Inc. cancer	What recreational drugs? how & why are they classed?	Why should I consider organ and blood donation?	What is the UK law in relation to Domestic violence, Home based violence (HBV), Forced Marriage (FM)?	What are STI's, is there a treatment and what forms of Contraception can I use?
Y10 Summer	How to Avoid criminal organisations, Gangs and Anti-social Behaviour?	What is a Healthy relationship & what are the different stages of a relationship?	How do I know that I'm eating healthily?	Power & relationships Identity when a relationship is not balanced in power How to manage or end unsafe relationships	sexuality & gender Gender stereotypes	Emotional pressures to have sex and how to deal with these pressure
Y11 Autumn	What are my options if I am or my partner becomes pregnant?	What risks are associated with drinking alcohol?	Should cannabis be legalised?	'Coming out' – What is the LGBTQ+ community?	Managing anxieties and lifestyle choices	Finances – how to budget inc. mortgages, how they work  Child Trust Fund – an overview

Y11 Spring	Recognising & managing stress levels Healthy choices Positive impact of healthy eating, sleep, physical exercise	The role the media plays in presenting unrealistic expectations of sex and relationships	Intimate relationships – The role the media plays in presenting unrealistic expectations of sex and relationships	Keeping yourself/ others safe in an emergency situation	Managing anxieties and lifestyle choices	Protected characteristics
Y11 Summer						

## Appendix 2: Lesson structure

1. GTW (Get to Work Task) example below:

<b>1. Key word:</b> A challenging key word recently learnt will go here	<b>3. Last unit / month:</b> A concept from the last unit, which presented challenge will go here (ensures interleaving)
<b>2. Last lesson:</b> A concept from last lesson, which presented challenge will go here	<b>4. Book target:</b> A common target, which students need to address as a result of proportional marking goes here.

2. Spider diagram, based on the big question proceeds after the GTW, students input the knowledge they know. At the end of the lesson, students input acquired knowledge in different coloured ink. Progression can be clearly demonstrated.

3. After students have inputted their spider diagrams, colleagues will ask where students can get further guidance, support and advice from by looking at the 'support sheet'

4. The main part of the lesson, will consist of colleagues following the South Dartmoor Community College lesson expectations criteria. (see appendix 3)

## Appendix 3: Help sheet

### WHERE CAN I GET FURTHER GUIDANCE, SUPPORT AND ADVICE FROM?

<b>Friends</b>	<b>Friends</b> – make sure you can trust them as a reliable source!
<b>Family members</b>	<b>Family members</b>
<b>School, Head’s of Year, tutor</b>	<b>School, Head’s of Year, tutor</b> – Every adult at school will be DBS checked – who do you have a really good relationship with
<b>Visit your local GP</b>	<b>Visit your local GP</b>
<b>Childline</b>	<b>Call Childline 0800 111 or visit <a href="http://www.childline.org.uk">www.childline.org.uk</a></b>
<b>National Citizen Service</b>	<b>National Citizen Service <a href="https://www.citizensadvice.org.uk">https://www.citizensadvice.org.uk</a></b>
<b>NHS</b>	<b>NHS <a href="https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/">https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/</a></b>
<b>Anti-bullying charity</b>	<b>Anti-bullying charity-</b> VISIT <a href="http://WWW.BULLYING.CO.UK">WWW.BULLYING.CO.UK</a> (CONFIDENTIAL, PROFESSIONAL EMPATHETIC ADVICE)
<b>Kidscape</b>	<b>Kidscape</b> VISIT <a href="http://WWW.KIDSCAPE.ORG.UK">WWW.KIDSCAPE.ORG.UK</a> (PREVENTING BULLYING, PROTECTING LIVES)
<b>Mental Health org.</b>	<b>Mental Health org.</b> VISIT <a href="http://www.mentalhealth.org.uk/">www.mentalhealth.org.uk/</a> (Offering support and research for all forms of MH)
<b>The Mix</b>	<b><a href="#">The Mix</a> (formerly Get Connected):</b> offers free confidential help and support for under 25-year-olds + has a telephone counselling service. Helpline: 0808 808 4994 (1-11pm every day)
<b>Kooth:</b>	<b><a href="#">Kooth</a>:</b> this is an online counselling service that some Health and Local Authorities use to provide support to young people in some parts of the country. Check the website for areas covered.
<b>Young Minds:</b>	<b><a href="#">Young Minds</a>:</b> is a charity focusing on the emotional and mental wellbeing of young people. They have information for young people and parents.
<b>organisation for</b>	<b>British Association for Counselling and Psychotherapy (BACP) <a href="http://www.bacp.co.uk">www.bacp.co.uk</a> ,0870 443</b>

<b>counselling</b>	5252 - organisation for counselling in the UK
sexual health clinic <b>or</b> <b>Gum Clinic</b>	For your nearest in Devon <a href="tel:03003033989">0300 303 3989</a>
young people's service	Their helpline number is <b>0808 800 2222</b> .
Rape Crisis	free helpline on 0808 802 9999.
<a href="#">Addiction Helpline</a>	Telephone: 0808 163 9632
Samaritans	116123 – suicidal thoughts and severe anxiety / depression