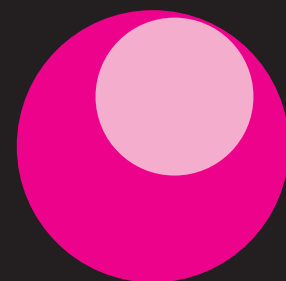


Puberty & Sexuality

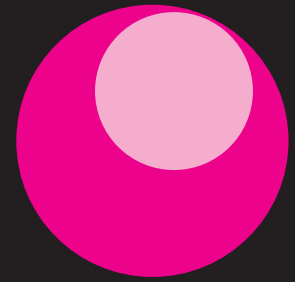
for Children and Young People
with a Learning Disability

(A supporting document for National Curriculum objectives)



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Introduction:

This award winning teaching pack has been developed to be taught to learning disabled children and young people between the ages of 9-18 years old. It is acknowledged however that depending on the age and the cognitive ability this may vary. It has been designed to include the needs of children and young people with severe learning disability to deliver extensive knowledge appropriate to this group but equally comparable to their mainstream peers. The pack is based on information from a variety of sources and supporting evidence. It uses an array of visual and tactile resources to enable children to maximise their learning including dance and movement, anatomically correct dolls, role play and experiential learning.

It can be used with both individuals and groups of children and is effective in school, residential and home environments.

Children's Learning Disability Nursing Team (Leeds) 2009

Acknowledgements:

Over the past eight years the Children's Learning Disability Nursing Team in Leeds has been working to develop this pack. We would like to say a big thank you to the people who have been involved in its production:

The Department of Health for funding and supporting this edition of the pack, The Nursing Times for helping us to push the sexual health agenda forward, Owen Brigstock-Barron (NHS Leeds), Liz Wilson and Matt Harrison (Centre for HIV & Sexual Health).

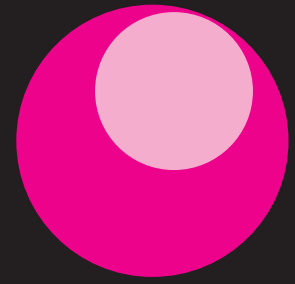
Also Sukhvinder Sond (Design for Health - Leeds) for her hard work and never ending patience with the first edition of the pack and to Lynne Helliwell and her team at the Public Health Resource Centre in Leeds for their continued support. Thanks also to family, friends and colleagues who have offered support and input into this project.

Contributors to the pack over the years include:

Nicci Isaac, Diane Browne, Stacey Atkinson, Beryl Sanderson, Stephen Simpson, Julie Sutton, Jill Cavasi and Cherie Marriott.

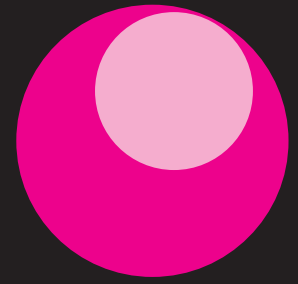
We wish to acknowledge that some of the exercises in this resource have been adapted from original ideas developed by fpa

This work was undertaken by NHS Leeds who received funding from the Department of Health; the views expressed in this publication are those of the authors and not necessarily those of the Department of Health.



Guidelines:

- Consider the layout of the physical environment e.g. arranging chairs in a circle without any tables works well to foster an informal atmosphere.
- Ensure the staff sit with children within the circle, interspersed between them to include them as part of the group.
- It is important to ensure a good mix of both male and female facilitators. This is particularly needed in sessions 7 and 8. Extra facilitators are also needed in session 3.
- Please ensure other staff or children do not interrupt the sessions so that the right to privacy is respected.
- There will be 'homework' at the end of each session. Parents/carers are to be encouraged to find opportunities for repetition and reinforcement of the learning.
- Build up a folder for each student to keep their work in (including homework).
- It is good practice to begin each session with a recap on the previous sessions' learning.
- When using teaching aids such as anatomically correct dolls give them a name e.g. Sally/Sam. Use phrases such as '*what is Sally/Sam wearing?*' This avoids any potentially embarrassing references to the body parts of group members and is known as a 'distancing' technique.
- Please note that although the work focuses on heterosexuality ensure consideration is given to other sexual preferences such as gay or lesbian. Diversity should exist in the group, so consider referring onto relevant support agencies. Awareness of cultural differences in relation to sexuality will also need addressing.
- Any myths or stereotypes in relation to children with a learning disability may need exploring and addressing. This can be a preconception that they are over sexualised or fall into the "victim" file.
- In order to reinforce the message of **appropriate** touch, please ensure children have the opportunity to practice appropriate greetings at the beginning of each session.



Guidelines:

- Many of the resources suggested in this pack may be available at your local public health resource centre or order direct from supplies. You may need to adapt your sessions dependent what is available to you.
- This resource is intended for any staff to deliver and is not exclusive.
- Feel free to bring other resources to the sessions which may be useful. 'Jason and Kylie' videos (Life Support Productions 2001) may be beneficial to use for further sessions to extend student's learning.
- It is advisable to plan in 30 minutes preparation at the start of sessions and evaluation time at the end.
- Parents of young people who are offered the course, need informing according to the school's policy and procedures.
- Session one involves developing group rules to follow throughout the course.
- It is beneficial to intermittently remind students of these rules on subsequent sessions, by revisiting the original list.
- Please feel free to photocopy all of the worksheets provided.
- Student feedback forms need to be completed following each session and are available at the end of every section.

Good Luck!

RESOURCE list

You will need:

- Tape/CD "Let's Talk about Sex" by Salt-n-Pepa, (1990) Jireh Records Inc, Available to buy or download. (or alternative opening song)
*"Let's talk about sex, baby, let's talk about you and me
Let's talk about all the good things, and the bad things that may be
Let's talk about sex, let's talk about sex, let's talk about sex."*
- Tape/CD player, OHP, powerpoint, video/DVD player, camera, TV and table/screen.
- Hand mirrors & full length mirror.
- Student folders, scissors, glue, flipchart, paper and markers, pens/felt pens and paper.
- Life sized baby doll (optional).
- Fake blood (e.g. paint/ketchup) and large pairs of knickers.
- Medium syringe, condoms.
- Toy train, school bag, lipstick, male deodorant, dummy, house keys & purse, walking stick, beanbags.
- Liquid and solid soap, set of toiletries, tissues, range of sanitary products, paper towels, shaving items and access to a sink.
- Celebrity gossip magazines, selection of fabrics, textures and smells-male and female fragrances.
- Tape recordings of a variety of voices, selection of 'sexy' music and music videos/DVDs.
- Wash basket with a selection of public and private clothes.
- Photos of public/private rooms in the school.
- Items associated with growing-up e.g. bra, razor, make-up and combs.
- Certificates of achievement.

To order in advance:

Leaflets-(order copies for every student)

fpa (2003) **4 you: growing up - what's it all about?** London, fpa.

fpa (2004) **Periods: what you need to know.** London, fpa.

Leeds PCT (2006) **How to use a condom.** Leeds, Leeds PCT.

Lothian PCT (2003) **How to have a wet shave / How to have a dry shave.**
Edinburgh, NHS Health Scotland.

Lothian PCT (2002) **Keep yourself healthy: a guide to examining your breasts.**
Edinburgh, NHS Health Scotland.

Lothian PCT (2002) **Keep yourself healthy: a guide to examining your testicles.**
Edinburgh, NHS Health Scotland.

Sheffield Centre for HIV and Sexual Health (2004) **All change: boys.** Sheffield,
Sheffield Centre for HIV and Sexual Health.

Sheffield Centre for HIV and Sexual Health (2004) **All change: girls.** Sheffield,
Sheffield Centre for HIV and Sexual Health.

Light box (including gel) for session	3
Body Boards for session	5
Anatomically correct dolls -male and female for sessions	5, 8, 9, 11
Model wooden bed to fit anatomically correct male for session	8
"Jason's Private World" - video for sessions	8, 9, 12
"Kylies Private World" - video for sessions.....	8, 9, 12
Condom demonstrators (including an ejaculating one) for session	11
Testicular and breast self examination models for session	12
Testicular and breast self examination flipcharts for session	12

References & Supporting Evidence

- Craft, A. (2003) **Living your life: the sex education and personal development resource for special educational needs**. Revised ed. London, Brook Publications.
- Do 2 Learn (2008) **www.do2learn.com**
- Downs, C. and Craft, A. (1997) **Sex in context: a personal and social development programme for children and adults with profound and multiple impairments**. Brighton, Pavilion.
- Hollins, S. et al. (2001) **Susan's growing up**. Books Beyond Words series. London, Gaskell / St George's Hospital Medical School.
- Hollins, S. et al. (2004) **Looking after my balls**. Books Beyond Words series. London, Gaskell / St George's Hospital Medical School.
- Kerr-Edwards, L. and Scott, L. (2003) **Talking together about sex and relationships: a practical resource for schools and parents working with young people with learning disabilities**. London, fpa.
- Leeds Health Education Service (n.d.) **Hands up for hygiene**. Leeds, Leeds Health Education Service
- Life Support Productions (2001) **Jason's private world**. London, Life Support Productions [video: VHS].
- Life Support Productions (2001) **Kylie's private world**. London, Life Support Productions [video: VHS].
- McCarthy, M. and Thompson, D. (1998) **Sex and the 3 Rs: rights, responsibilities and risks. A sex education pack for working with people with learning difficulties**. 2nd ed. Brighton, Pavilion.
- NSPCC and Triangle (2002) **"How it is": an image vocabulary for children about feelings, rights and safety, personal care and sexuality**. London, NSPCC / Triangle.
- Scott, L. and Kerr-Edwards, L. (1999) **Talking together about growing up: a workbook for parents of children with learning disabilities**. London, fpa.
- The Shepherd School (1999) **Feeling grown up: male masturbation**. Nottingham, The Shepherd School.



session |

aim:

To develop knowledge of self

To develop the idea of group membership

session



Content:

- **Opening song** - Play first few verses of "Let's Talk About Sex" by Salt 'n' Pepa, CD. Develop simple hand actions to match lyrics of chorus- to be repeated at the start of each session to cue the students into the topic. Helps to start a routine/ritual familiar to all. *This will be played at the start and end of each session.
- **Practice safe/appropriate** touch/greeting, handshake or knee tap at start of each session.
- **Whole course outline**
 - Homework outline
 - To talk about ourselves and how we change when growing up
 - The course will be delivered over 10 to 12 weeks
 - The room/s to be used
 - Who will facilitate and when
- **Repeat song and teach the actions**
- **Introductions and ice breaker activity** - work round the group using a beanbag (consider using more sensory objects such as slime, balloon filled with lentils or bowls of water). Each person to say their name, age, who they live with, are they a boy or a girl. This helps to create the pupil's awareness of self and others and to develop turn taking.
- **Consider body dancing:** someone dances using/emphasising a part of their body and the group copies (use mirrors to enhance awareness of movement.)

Facilitators to shout: "All the girls come here! All the boys come here!," and form two separate groups to begin **establishing gender identity**.

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk About Sex, Salt 'n' Pepa tape/CD
- ☐ Bean bags
- ☐ Hand & full length mirrors
- ☐ Pens/felt tips
- ☐ Paper
- ☐ Folders
- ☐ "4 you: growing up-what's it all about?" leaflets
- ☐ "All change"-Girls and Boys leaflets

Suggested Communication resources to use if needed:

Objects of reference

Signs & Symbols

(see resources 1)

Photos/pictures

Homework:

Aim-To build self-esteem.

Parents/carers to discuss with students what's nice about them

To look in the mirror & notice themselves.

To discuss hair, eye colour.

Bring photos for next week's session of children as babies, toddlers, primary school and current.

"4 you: growing up-what's it all about?" and "All change" - Girls and Boys leaflets (send some for parents/carers to read through).

Begin to develop a folder for each student.

- **Group rules** - (To discuss as a group)

Need to include -

- Listening
- Trying to take part
- Don't repeat what you've heard in the group outside this room
- Staff may need to talk to other people if they are worried you are being hurt, or someone is doing something wrong to you.

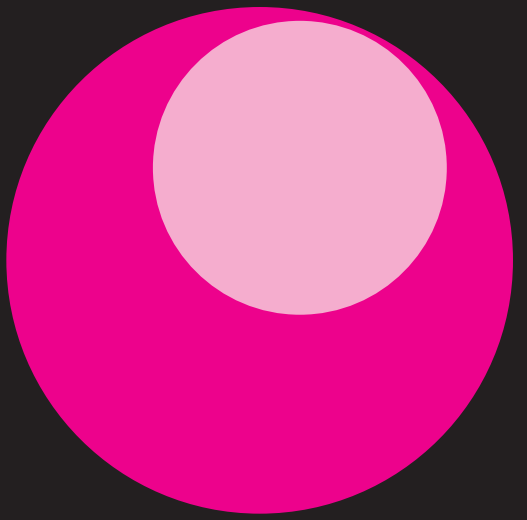
- **Who am I?** (to encourage children to look at themselves specifically)

All to do, facilitators to help where needed. Need mirrors, paper, pencils and envelope folder with name on for each member.

- Each student to draw picture of themselves from looking in the mirror. If unable, get someone else to draw them.
- Work round the group by each child holding up their picture.
- Saying their name.
- Naming one thing they like about themselves.
- Say one thing they **like** doing.
- Say one thing they **don't like** doing.
- Facilitators to ask group about each individual child.
 - Who is this
 - Hair length
 - Eye and hair colour
 - Boy or girl
 - Age

- **Feedback form completion**

- **Goodbye song** to match principle of opening song to develop structure.

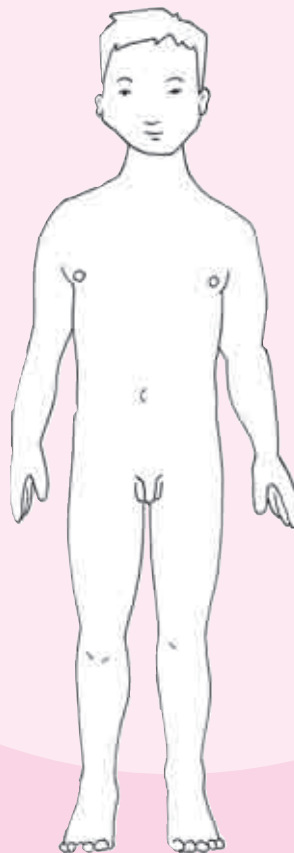


session 1

resources



female



male



good/like



bad/dislike



session 2

aim:

To develop an understanding of our life-cycle

session



Content:

- **Opening song and greetings**
- **Ian's Life-cycle**-put on OHP/powerpoint (see resources 2). Use the questions next to each picture as discussion points.
- **Isobelle's Life-cycle**-put on OHP/powerpoint (see resources 2). Use the questions next to each picture as discussion points
- **Photographs of self**
Each child to bring photos of themselves throughout their lifetime. Match prompts to photo e.g. dummy with baby.
Toddler
Early school
Recent

Ask the group to arrange photos in a line-youngest to oldest.

Go round the group asking what they could do at each different stage.
- **Feedback form completion**
- **Goodbye song**

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk
About Sex,
Salt 'n' Pepa tape/CD
- ☐ Ian & Isobelle life-
cycles
(see resources 2)
- ☐ OHP/Powerpoint

Communication resources/prompts:

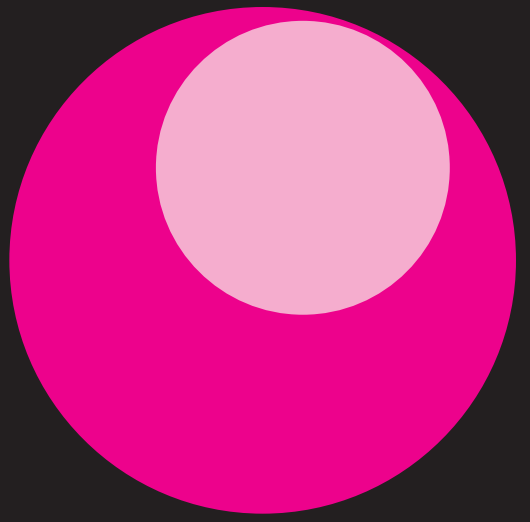
Toy train
School bag
Life sized baby doll
CD
Lipstick
Male deodorant
Dummy/infant
pacifier
House keys and purse
Walking stick
Symbols
(see resources 2)

Homework:

Parents/carers to consider and discuss:

Is there anything they can do or change now that will make life easier or better for their child as they grow older?

Example: looking at teenage fashionable clothes, toiletries or activities. This will be to share with rest of group next week.



session 2

resources

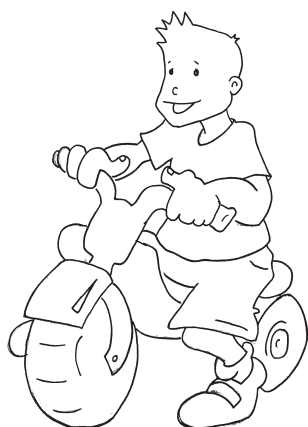
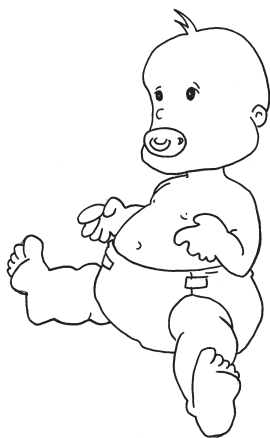


adults



child

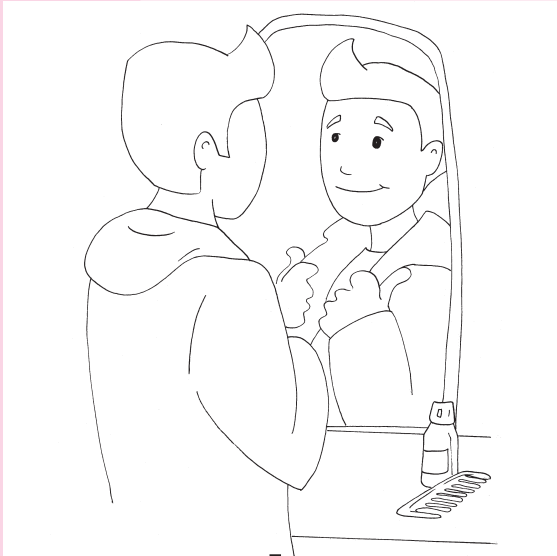
Ian's Life-cycle



- What do babies drink?
- What do babies say?
- What do babies like to play with?
- Who looks after Ian?

- How old is Ian now?
- What does he like to play with?
- Who looks after Ian?

- How old is Ian now?
- What does Ian like to do with his friends?
- Does Ian enjoy going to school?



- How old is Ian now?
- How does Ian make sure he looks and smells nice?
- What does Ian enjoy?



- How old is Ian now?
- Does Ian still go to school?
- How does Ian stay healthy?
- Ian has a girlfriend, what do you think they talk about?



- Is Ian a young man or an old man?
- What happened to his hair and skin?
- What family might Ian have?
- Does Ian still work?
- Is he still a strong man?

Isobelle's Life-cycle



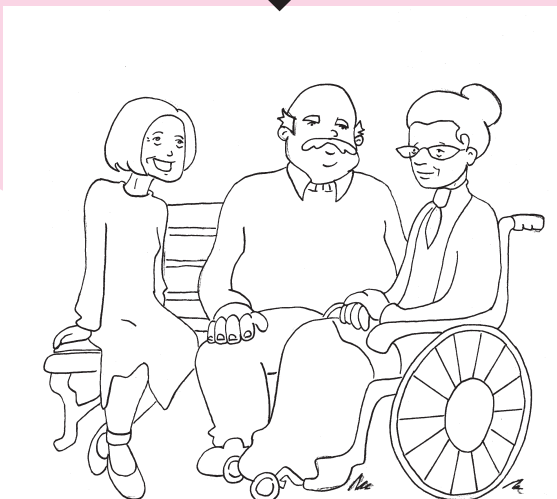
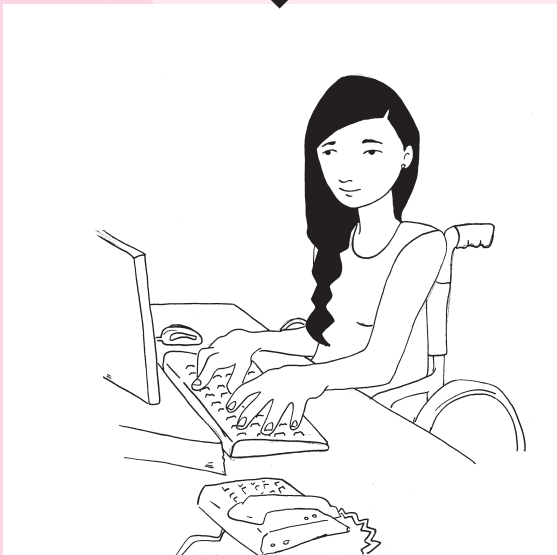
- What do babies drink?
- What do babies say?
- What do babies like to play with?
- Who looks after Isobelle?



- How old is Isobelle now?
- What does she like to play with?
- Does she still wear a nappy?
- Who looks after her?



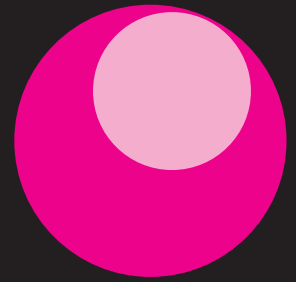
- How old is Isobelle now?
- What does she enjoy doing with her friends?
- Does she enjoy going to school?



- How old is Isobelle now?
- How does Isobelle make sure she looks and smells nice?
- What does Isobelle like to do with her friends?

- How old is Isobelle now?
- Does Isobelle still go to school?
- How does Isobelle stay healthy?
- What does Isobelle like to do with her friends?
- Does Isobelle have a boyfriend? (girlfriend, single)

- How old is Isobelle now?
- What has happened to her hair and skin?
- Does Isobelle still work?
- What family might Isobelle have?



Feedback from students:

Did you like this session? (Please circle)



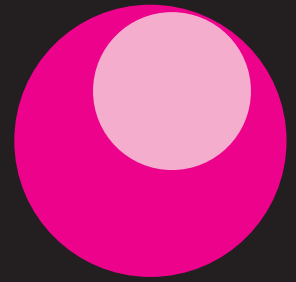
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



session 3

aim:

To complete the baseline assessments

To develop skills for effective hand washing

session



Content:

- Opening song and greetings
- Feedback from last week's homework
- Divide children into 3 smaller groups and rotate to ensure all children are active
 - Group one:
 - Put gel on students hands
 - Wash hands first time
 - Use light box to evaluate effectiveness of hand washing
 - Wash hands for the second time
 - Review effectiveness using light box
 - Group two:
 - Baseline assessment (*use Baseline assessment pages 41-46*)
 - Group three:
 - Colouring sheets
- Feedback form completion
- Goodbye song

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk About Sex, Salt 'n' Pepa tape/CD
- ☐ Light box (*including gel*)
- ☐ Baseline assessment forms (*see resources 3*)
- ☐ Liquid and solid soap
- ☐ Paper towels
- ☐ Access to a sink
- ☐ Colouring sheets (*see resources 3*)
- ☐ Pens/felt-tips
- ☐ Extra facilitators needed depending on size of group

Communication

resources/prompts:

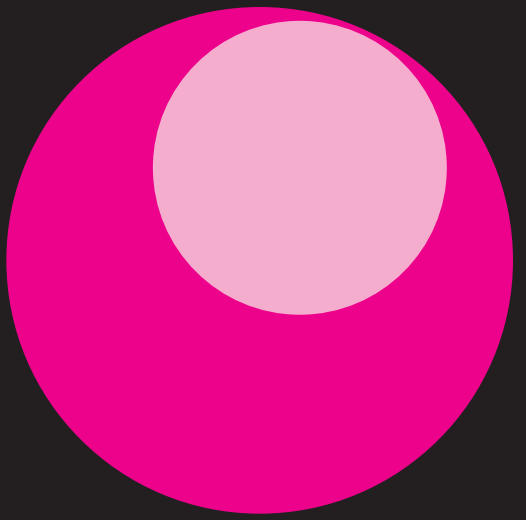
Sign & symbol for:

Washing hands

(see *resources*)

Homework:

Practice hand washing. Experience a variety of different soaps, smells and textures.

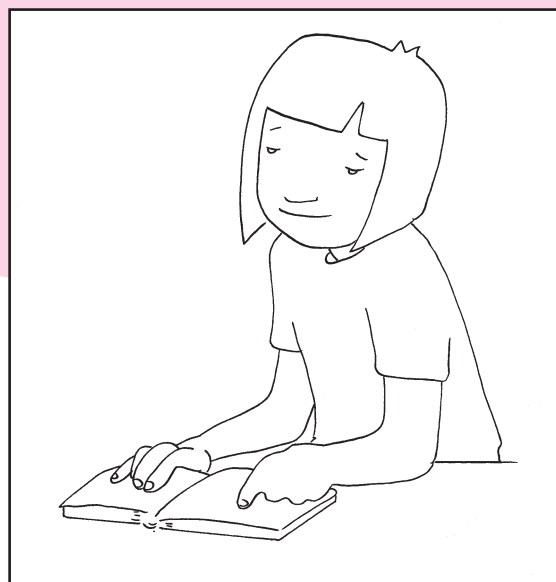
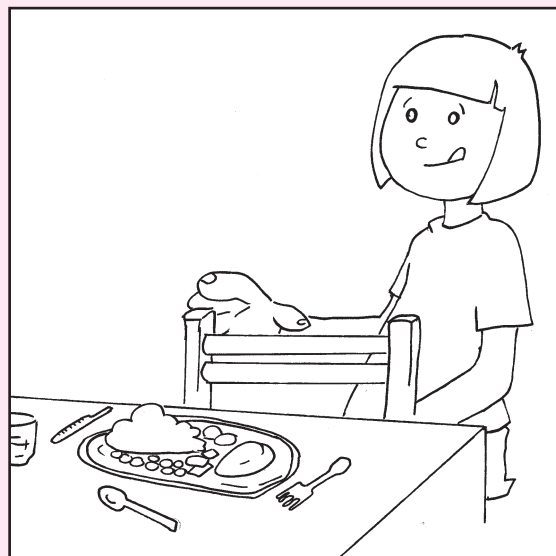
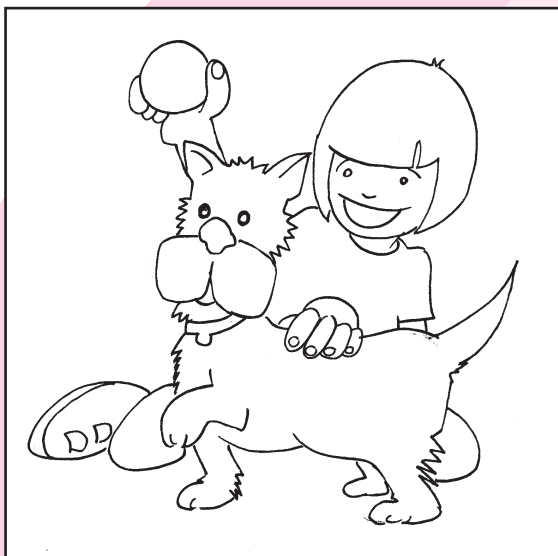


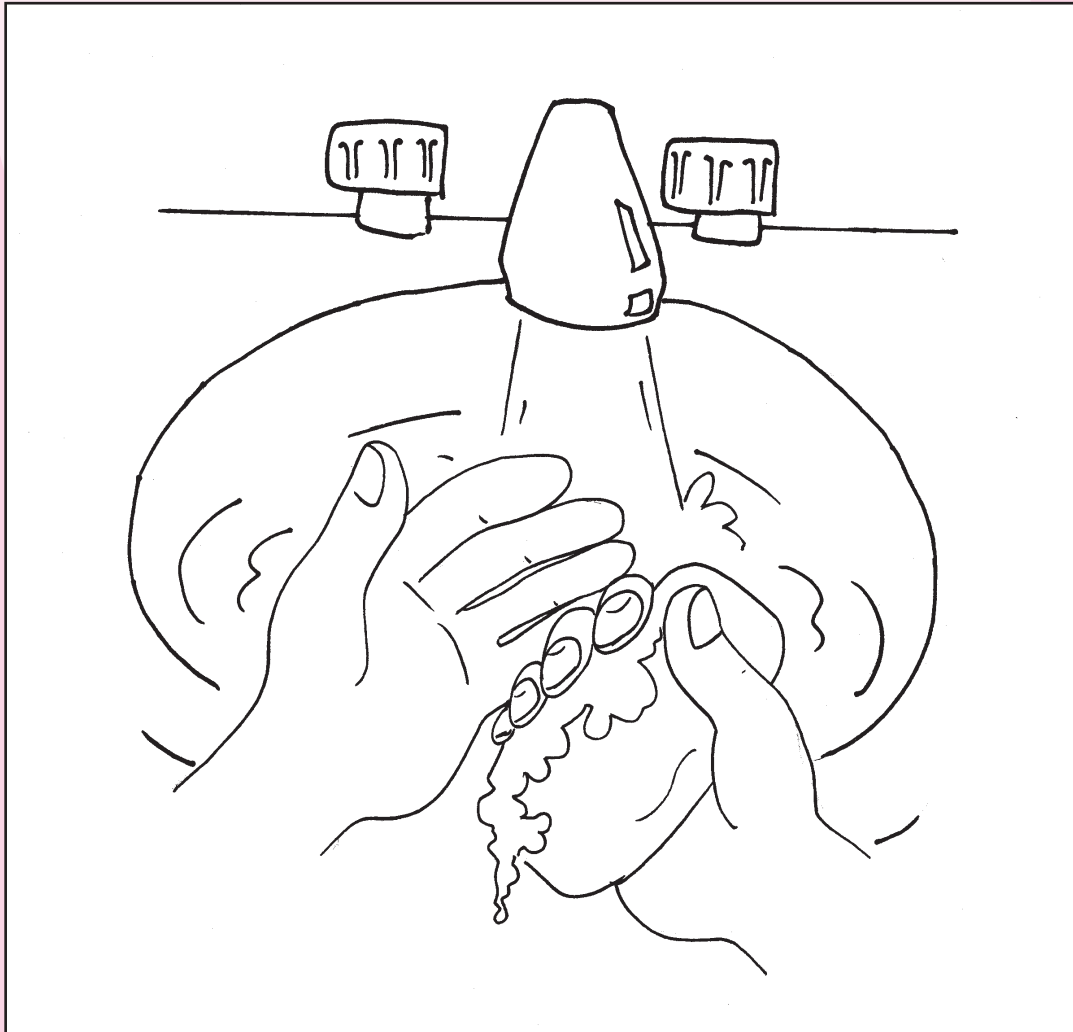
session 3

resources

When do you wash your hands?

Colour in the pictures and circle them if you need to wash your hands.





Wash Hands

What do you need to wash your hands (soap, hand wash and water).

Baseline Assessment for Puberty and Sexuality Workshops

Name of Child:

DOB: Sex: Girl/Boy

Name of person completing: Date:

School attending and year group:

Please complete the assessment with the child. Write your child's answers and your comments. For example, include your observations of the child's development, understanding and behaviour.

1. See which individuals the child can identify from Growing and Changing Pictures, for example, man, woman, boy, girl.

Your comments

.....

.....

.....

2. Ask the child what they know about keeping clean, for example, when to wash hands, use of toiletries, how often to bath/shower.

Your comments

.....

.....

.....

3. Use the Growing and Changing Pictures to ask the child to indicate the private parts of the body.

Your comments

.....

.....

.....

4. Ask the child what they know about growing up and puberty and the changes to their body.

Your comments

.....

.....

.....

5. Use the Public and Private Places Pictures to ask the child which rooms are public areas and which are private, i.e. where you can be undressed.

Your comments

.....

.....

.....

6. Ask the child how they would say hello to the following people; mum, teacher, girl/boyfriend i.e hand shake, cuddle, kiss on the lips/cheek.

Your comments

.....

.....

.....

7. See what the child can identify from Growing and Changing Pictures, for example, breasts, penis, vagina, bottom. Write any slang terms used.

Your comments

.....

.....

.....

8. Please indicate if the child has, to your knowledge, been at risk of or been a victim of an abusive situation.

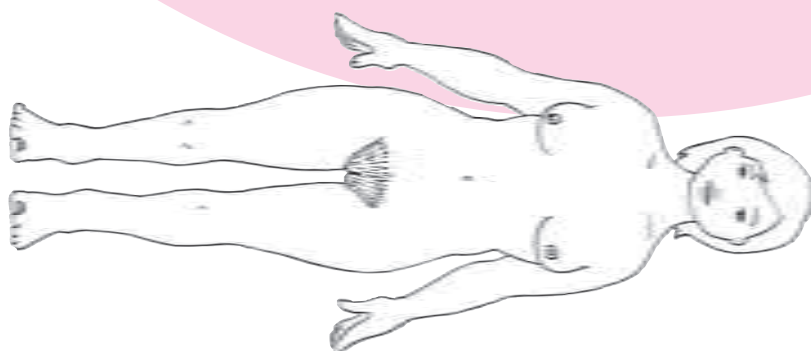
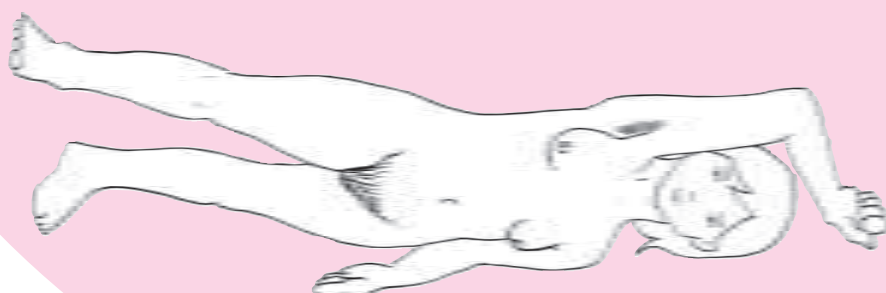
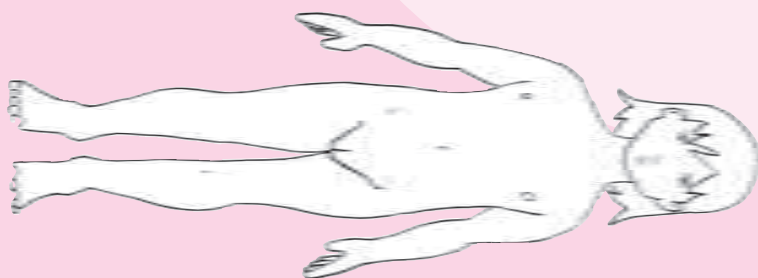
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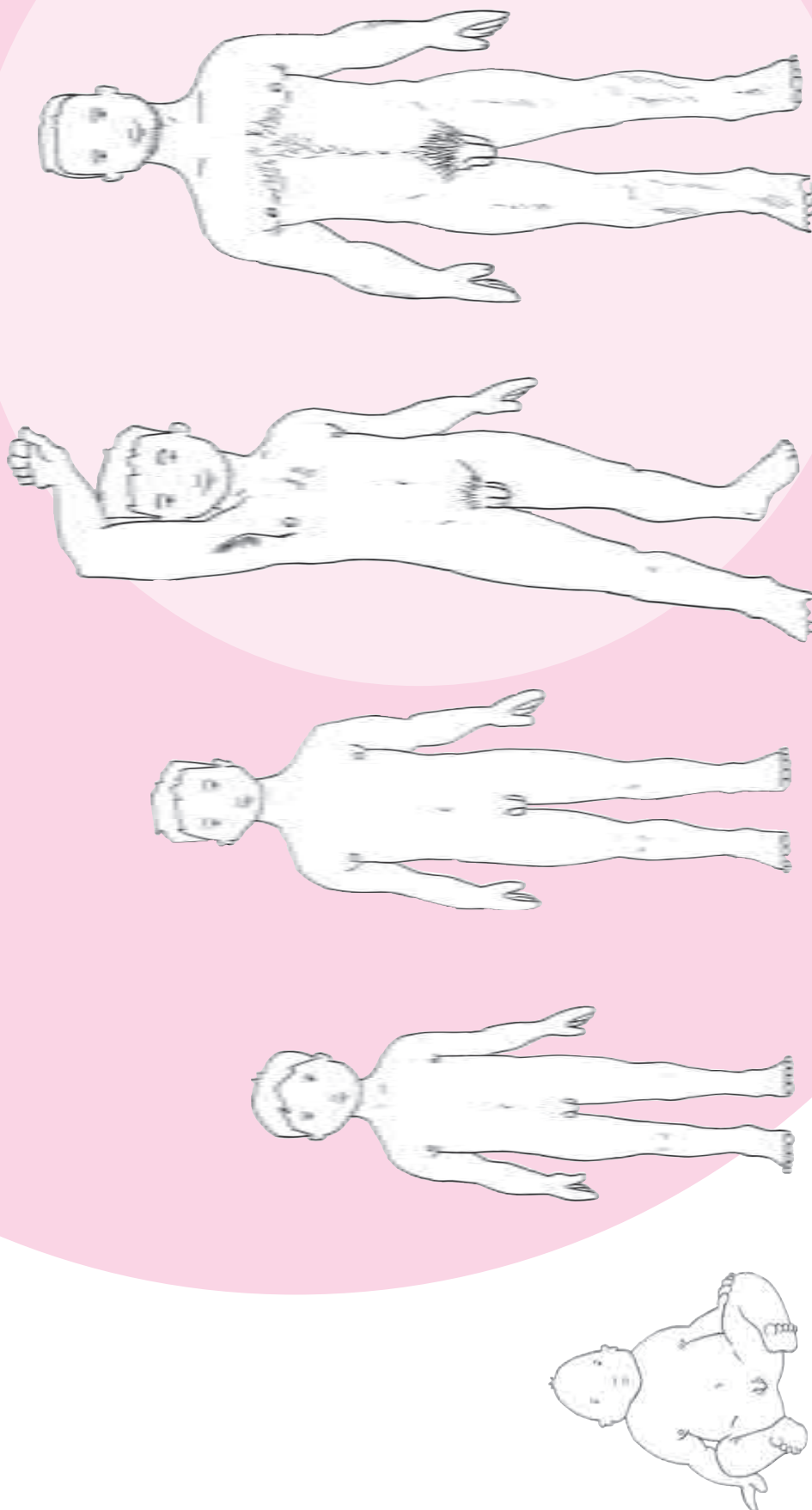
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Children's Learning Disability Nursing Team (2009)

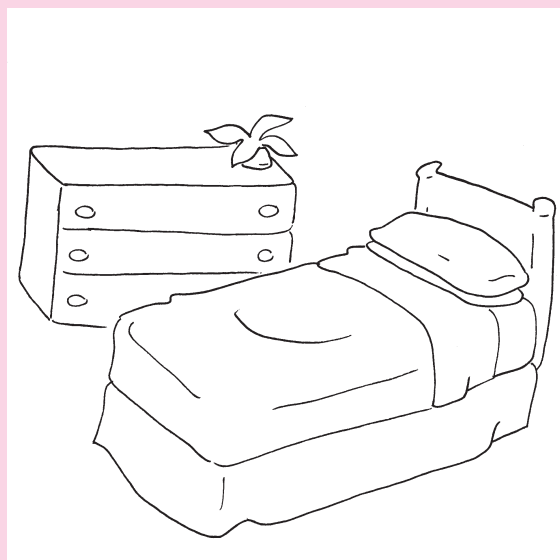
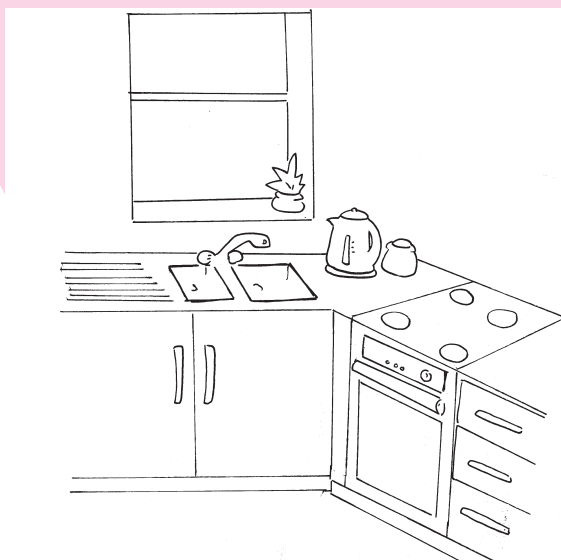
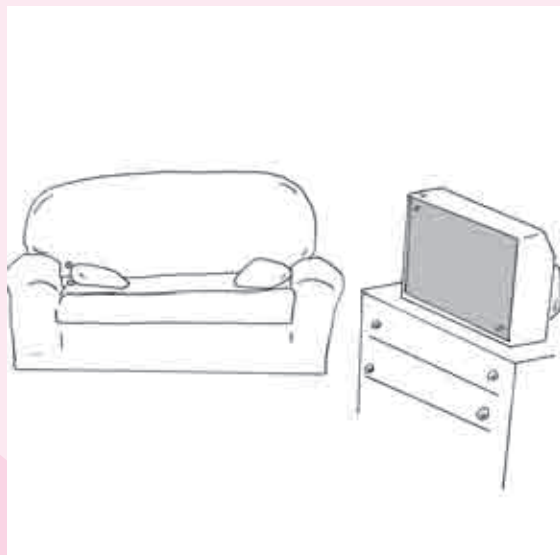
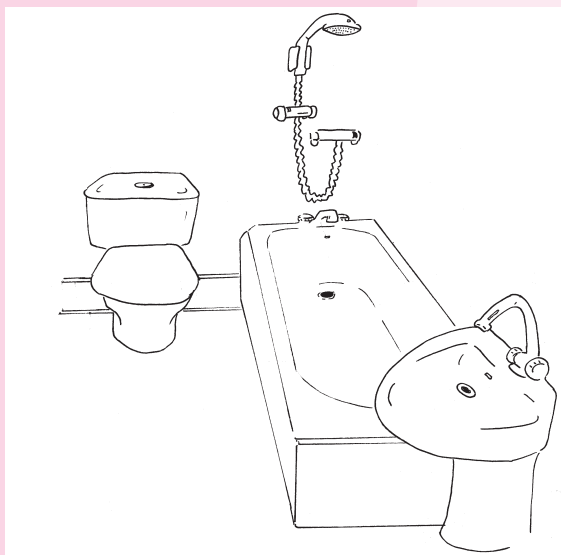
Growing and Changing Pictures



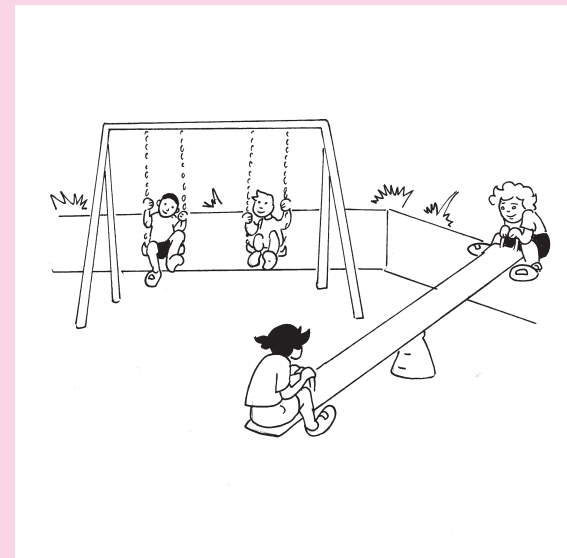
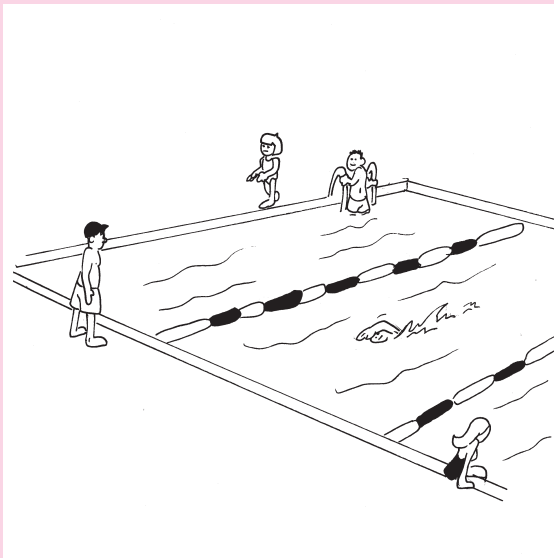
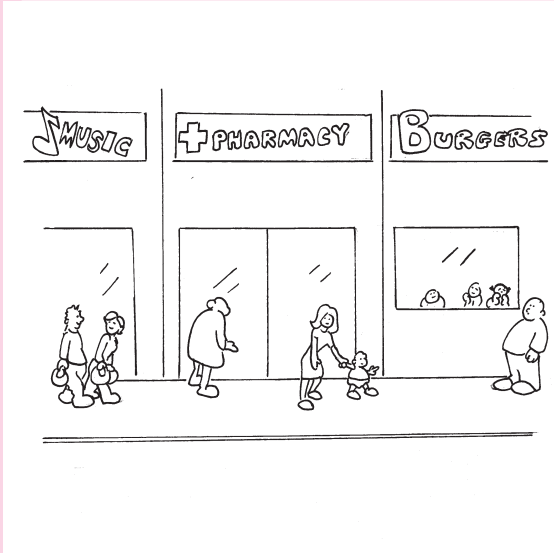
Growing and Changing Pictures

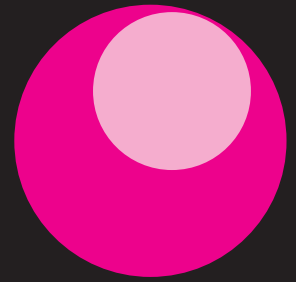


Public and private places



Public and private places





Feedback from students:

Did you like this session? (Please circle)



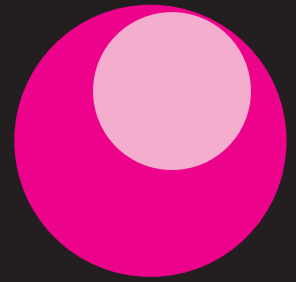
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



session 4

aim:

To complete initial evaluation of group, to discuss baseline assessments and identify future planning needs.

session

4

Facilitators only:

- Discuss mix of group and need for any changes in the seating plan.
- Discuss disclosures or child protection concerns if any.
- Discuss any children choosing or not able to take part.

Resources:

- ☐ Completed baseline assessment forms from previous week
- ☐ Private room and no children present



session 5

aim:

To explore the concept of attractiveness
and to develop knowledge of parts of the body.
To help build self esteem.

session



Content:

- **Opening song and greetings**

- **Attractiveness**

All to sit round table and look at magazine images, a selection of fabrics, textures, smells and voice recordings.

Encourage each child to select images, materials they like or find attractive.

Talk about why they like these and create individual collages. Be open to a child expressing sexual preferences other than heterosexuality

- **Naming body parts**

Using the body board, anatomically correct dolls or outlines of two facilitators drawn on large sheet of paper with body parts marked on:

Ask the group to name the body parts.

On a flip chart/paper head 5 columns with breasts, penis, bottom, vagina and testicles.

Get group to call out all the names (slang or otherwise) they know for these parts and write them down in the appropriate column.

Agree and encourage use of correct terminology throughout the course.

Show the Growing and Changing pictures (OHP/Powerpoint) to the group.

Facilitators to go through both sets naming parts that are changing as child grows up. Ask group to guess the ages.

- **Feedback form completion**

- **Goodbye song**

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk About Sex, Salt 'n' Pepa tape/CD
- ☐ Magazines showing a variety of different people
- ☐ Different fabrics/textures
- ☐ Different types of smells-perfumes etc.
- ☐ Tape/CD recordings of different, unfamiliar voices, depicting a range of tones and pitches such as 'husky', deep or high
- ☐ Scissors
- ☐ Glue
- ☐ Paper
- ☐ Flipchart and flipchart paper
- ☐ Body board if available
- ☐ Anatomically correct dolls
- ☐ OHP/Powerpoint
- ☐ Growing and Changing Pictures (see resources 5)

Communication

RESOURCES:

Signs & symbols for body parts (see *resources 5*)

Homework:

Encourage child to look at self in mirror and to touch and name different body parts

Encourage child to feel the arms, legs, faces of others (if permission given)

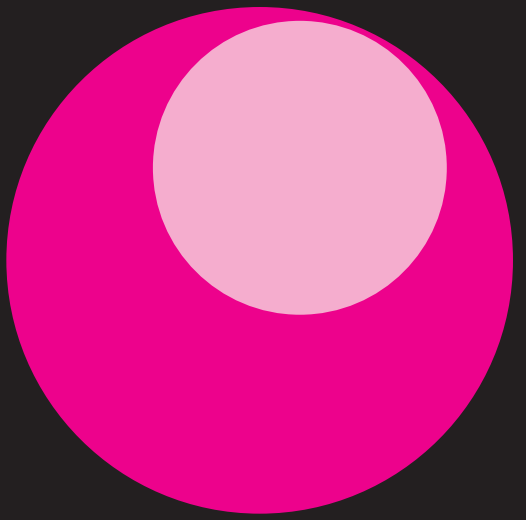
If the child needs intimate care encourage naming their body parts using correct terminology

*Ideas for follow up sessions

- Massage of public body parts to increase body awareness.
- Face painting/henna tattoos making use of mirrors and touch.
- 'Pamper' sessions to help build self esteem.

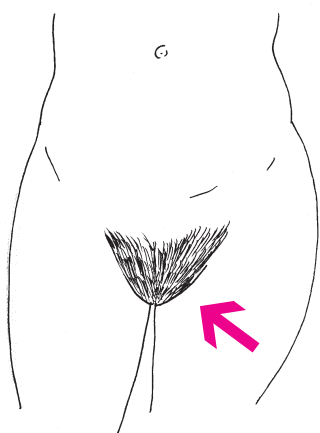
Note to facilitators

Aim to give lots of positive comments on the child's appearance and achievements. (Facilitators to include in home school communication book.)

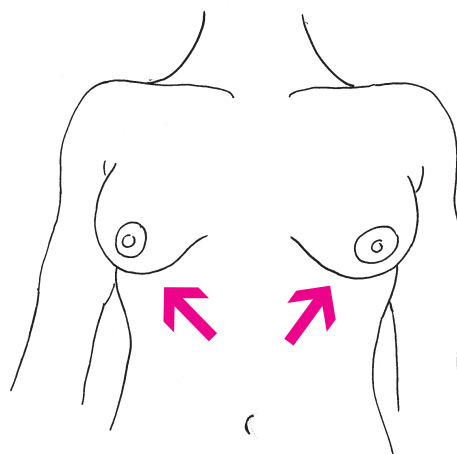


Session 5

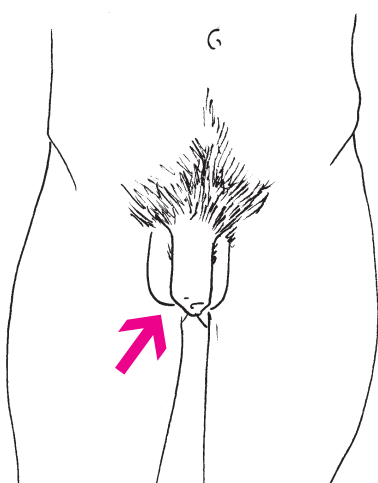
resources



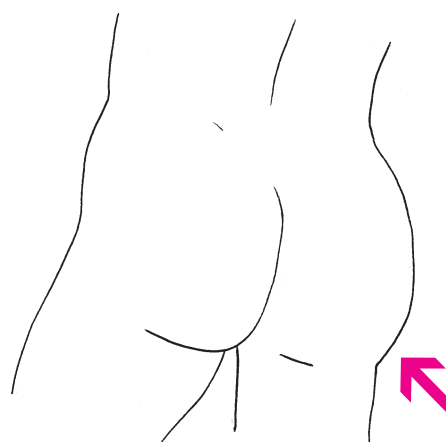
vagina



breasts



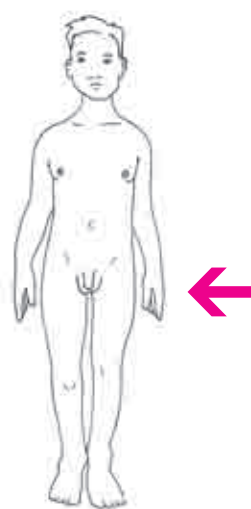
penis



bottom

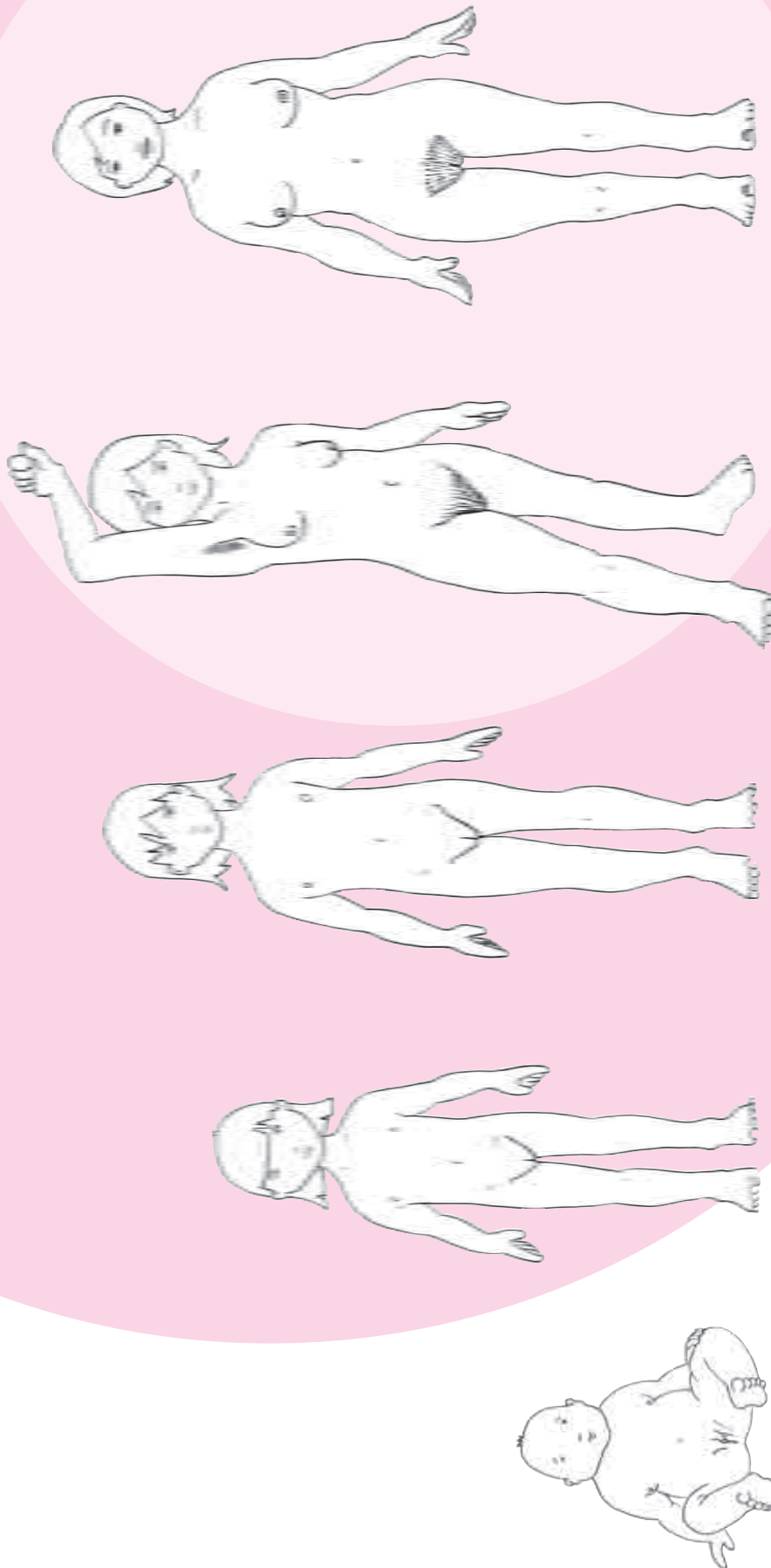


testicles

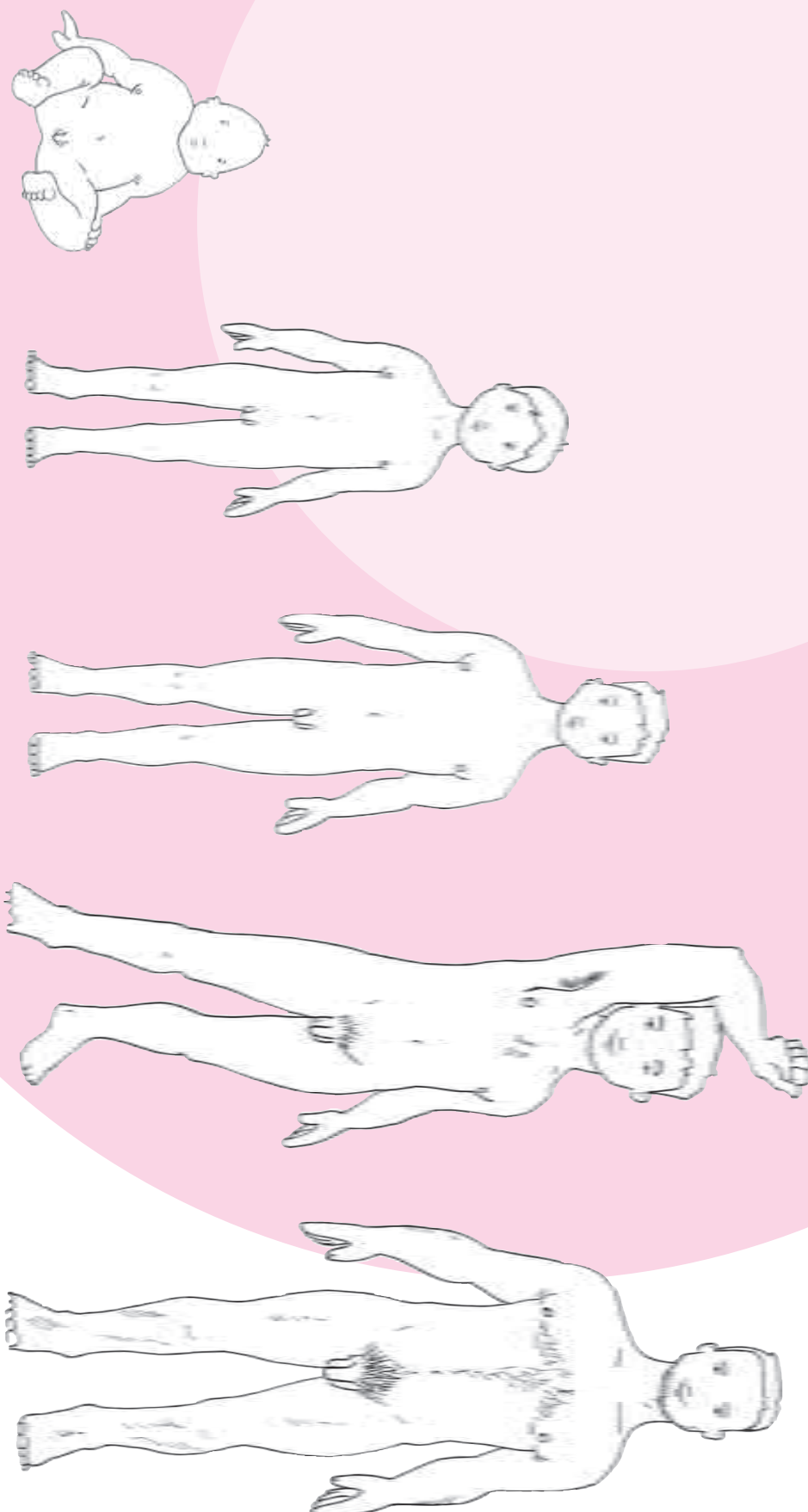


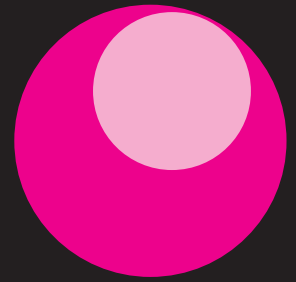
body

Growing and Changing Pictures



Growing and Changing Pictures





Feedback from students:

Did you like this session? (Please circle)



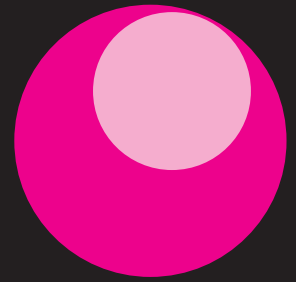
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



Session 6

aim:

To explore the concept of public and private places and exposing body parts

session



Content:

- Opening song and greetings
- Create a private space behind a screen/up-end a table
- Facilitator to stand behind private space and ask if the students can see you
- Show pictures and photos of public and private pictures-explain which is public/private and why

Take it in turns to select a piece of clothing and decide whether we need to be public or private to try these on. *(Do not try on underwear and swimwear; these will be discussed at the end of the session).

Discuss who may wear the item of clothing and where it goes on the body

Encourage children to appropriately try on clothes and look in mirror or take them behind the screen if they prefer

Discuss where it is appropriate to both try on and wear underwear and swimwear

Note: Remember 'Private' is with the door shut.

Although swimming baths and sports centres are public places their changing rooms/cubicles are private.

- Feedback form completion
- Goodbye song

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk About Sex, Salt 'n' Pepa tape/CD
- ☐ Screen/up ended table
- ☐ Pictures of public and private places (see resources 6)
- ☐ Photos of public and private rooms in the school. Including gender specific rooms.
- ☐ OHP/Powerpoint
- ☐ Wash basket full of public and private clothes include hats, scarves, wigs, shoes, underwear, swimming wear and fancy dress items.
- ☐ Full length mirror
- ☐ Photocopies of body drawings and swimsuits (see resources 6)

Communication

RESOURCES:

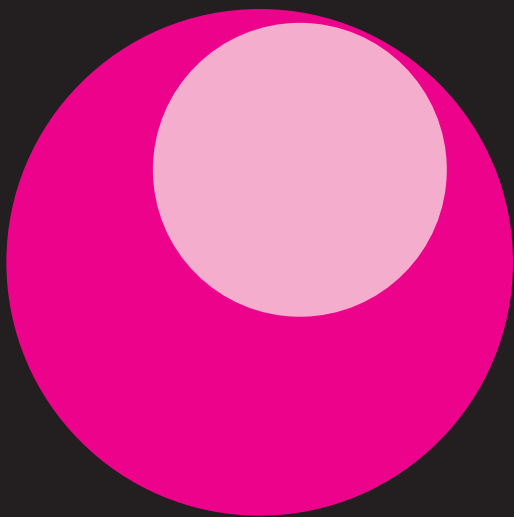
Signs & symbols

(see resources 6)

Homework:

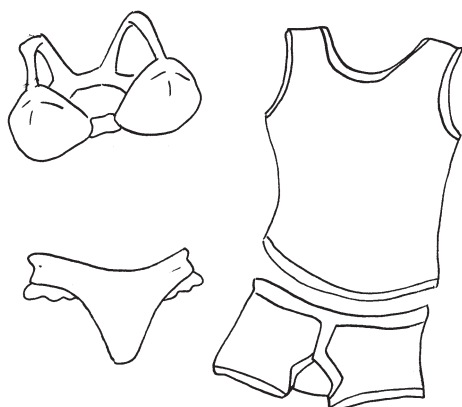
Encourage child to practice being private and consider marking rooms in the home with 'private' symbol.

Each child to take home body drawings to colour. Also cut-out swim suits to practice covering up private body parts on drawings.

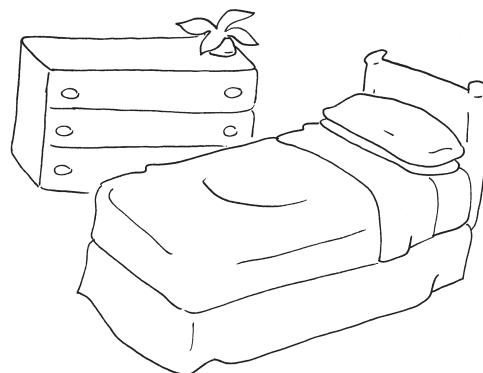


session 6

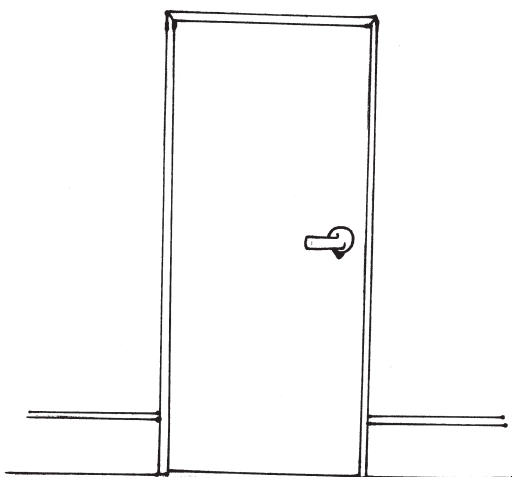
resources



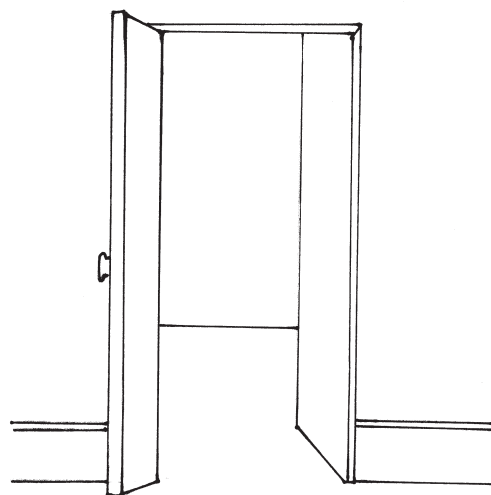
underwear



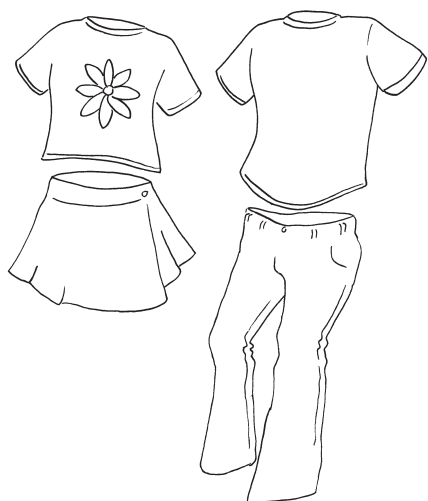
bedroom



private

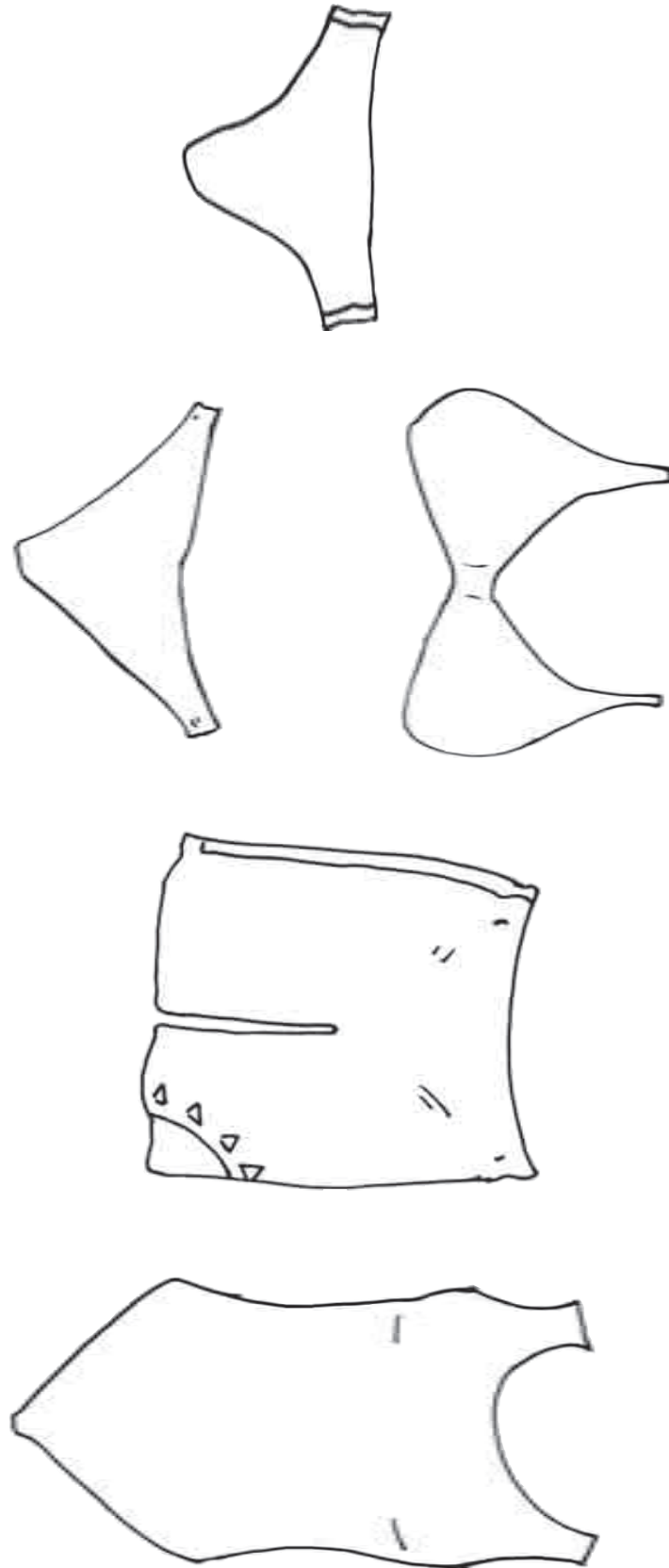


public

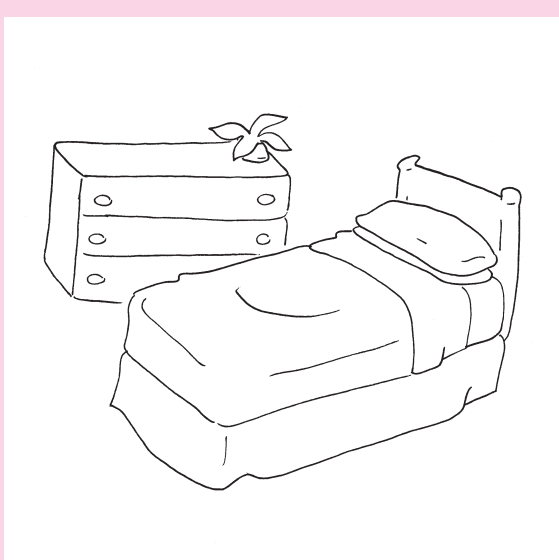
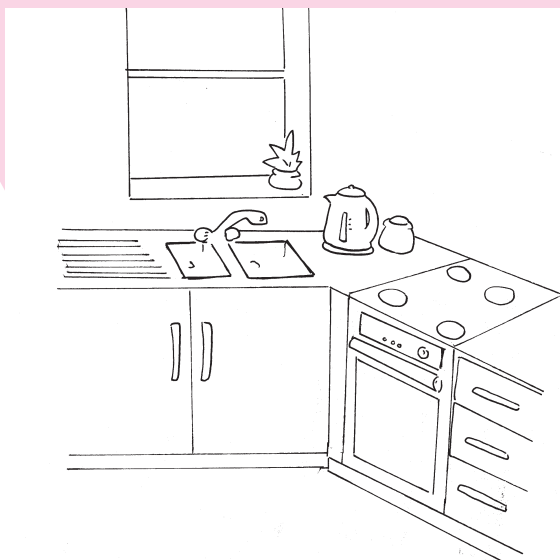
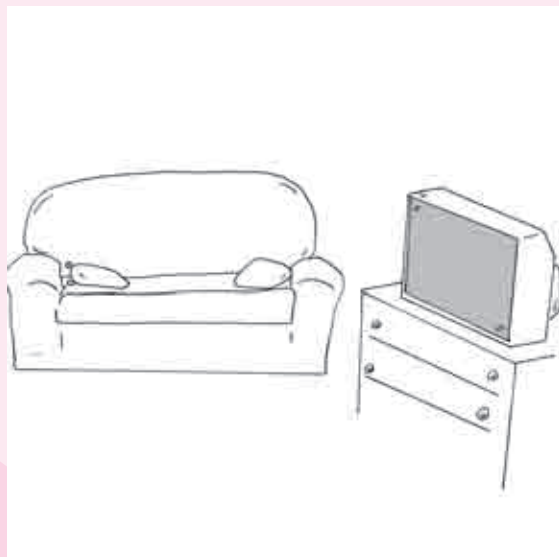
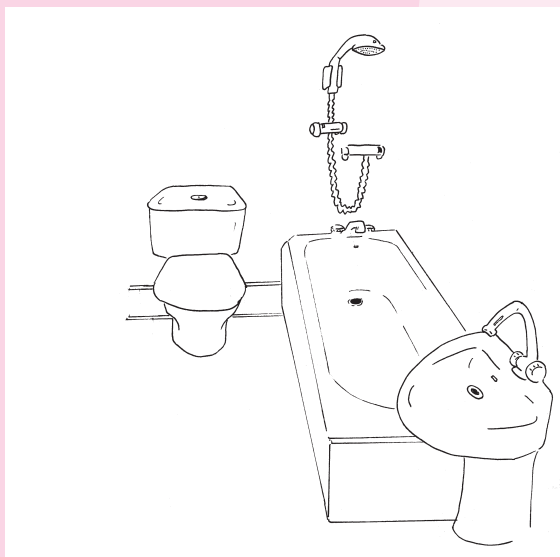


over clothes

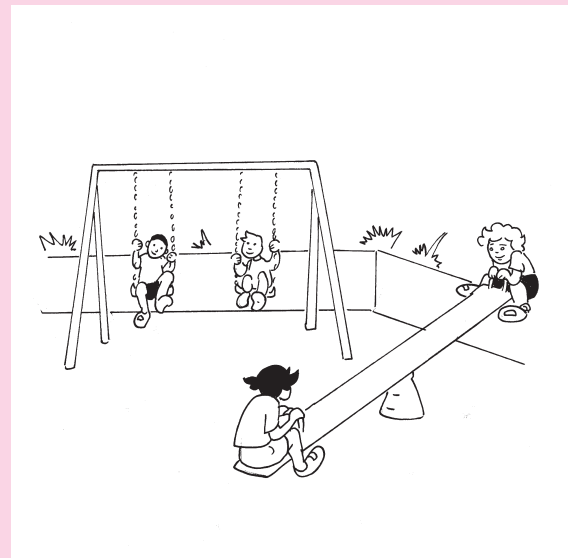
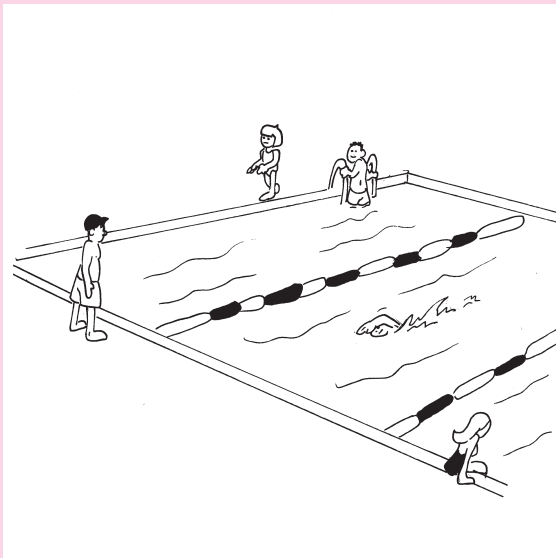
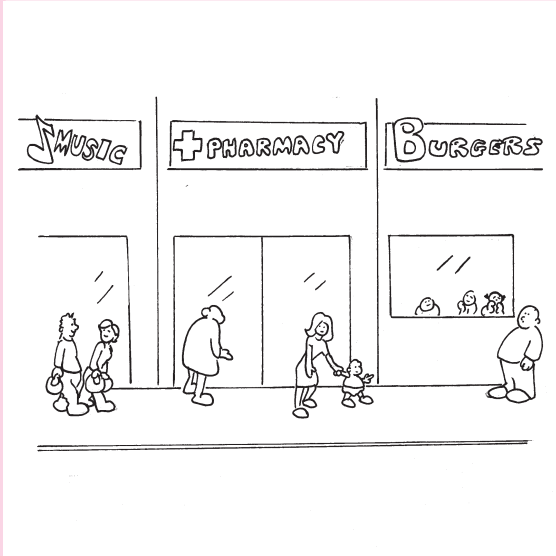
Swimwear



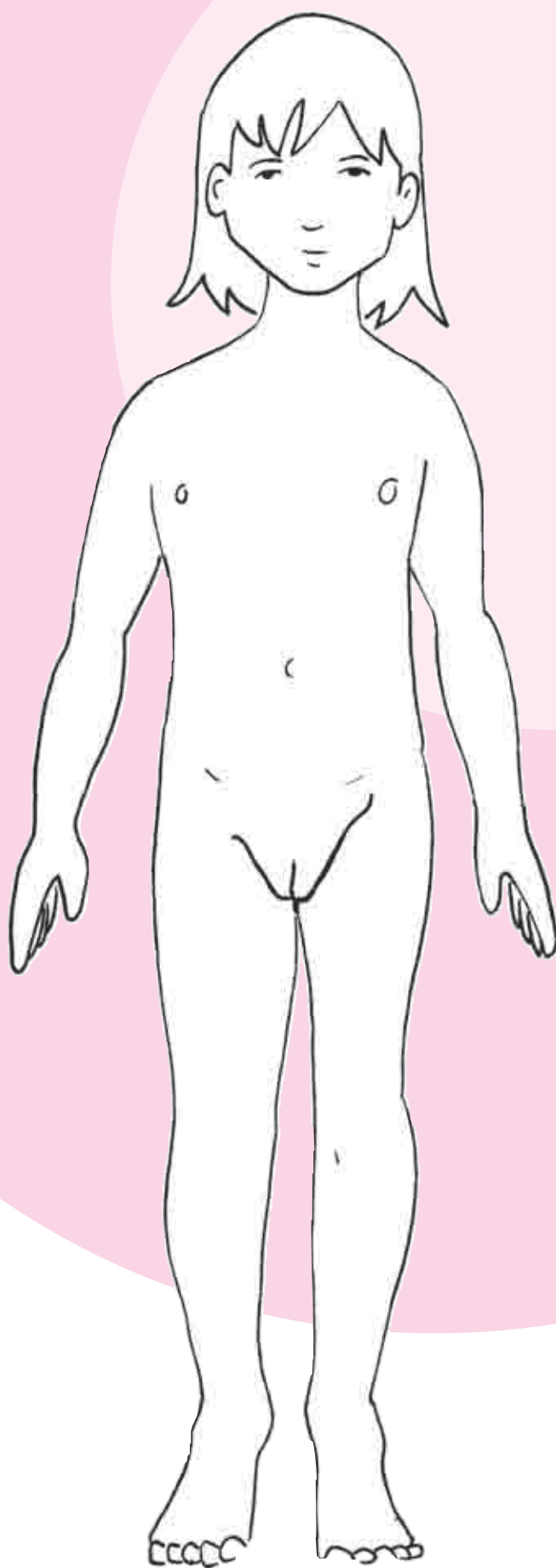
Public & private places

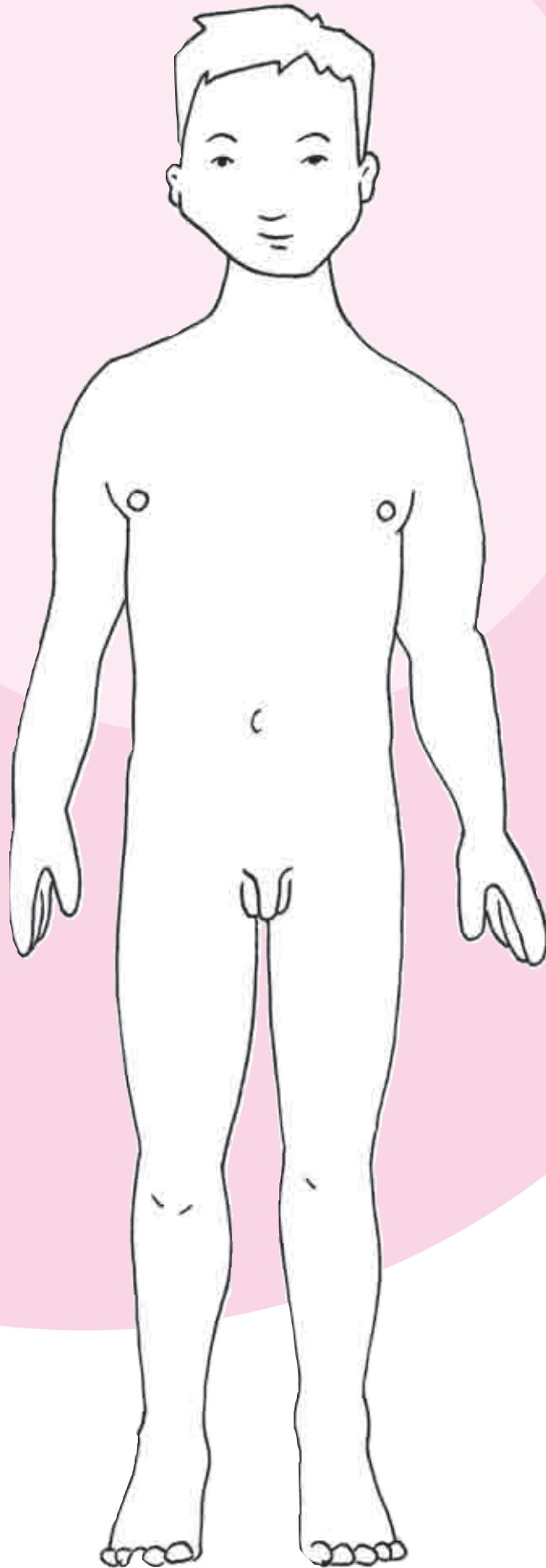


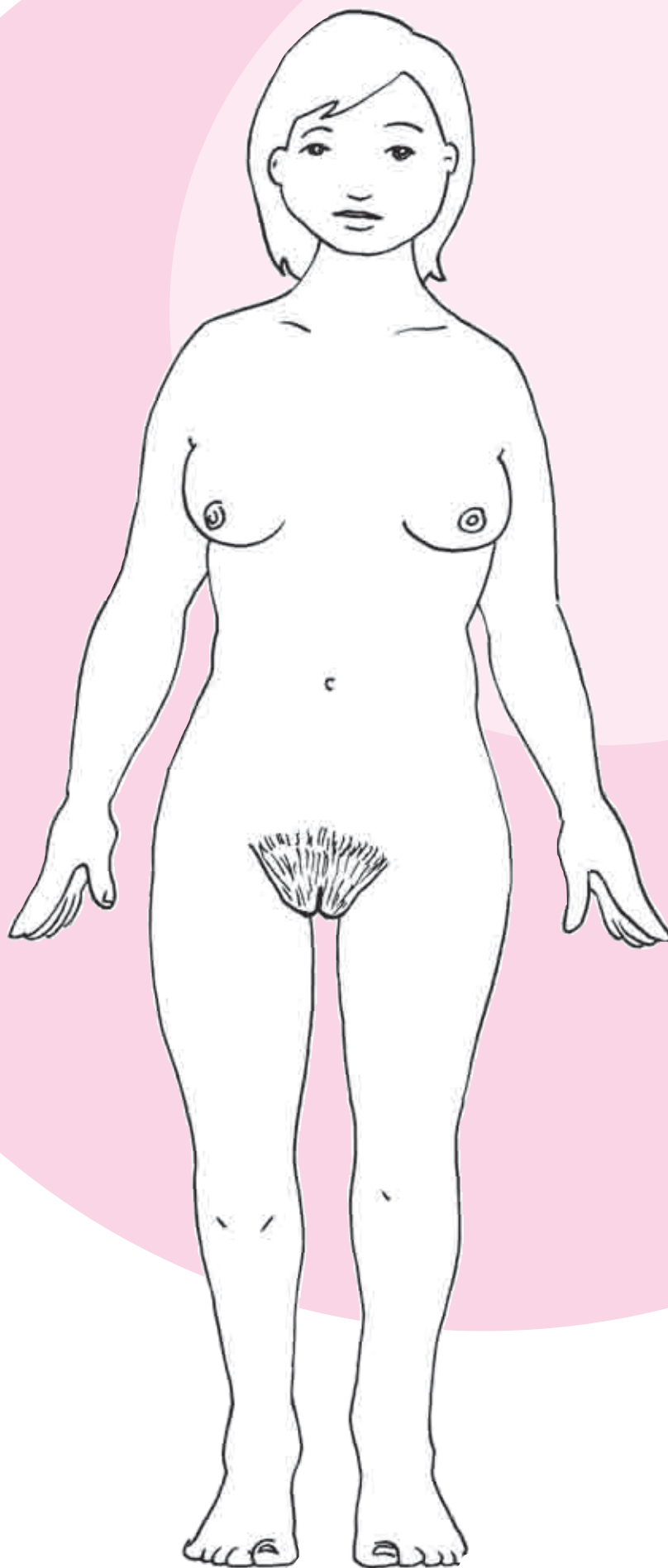
Public & private places



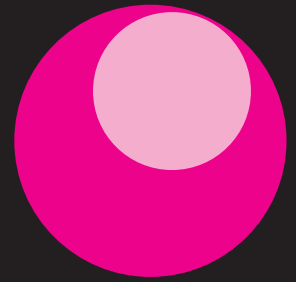
resources 6











Feedback from students:

Did you like this session? (Please circle)



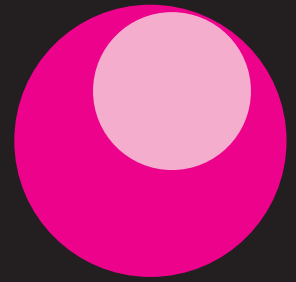
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



Session 7

aim:

To explore the concept of growing up, body changes and personal hygiene.

session



Content:

- **Opening song and greetings**
- **Split into gender groups.**
Girls to explore female resources, trying out perfume, moisturisers and make-up-encourage looking in mirror.
Boys to observe a male facilitator modelling shaving and discuss use of toiletries. Refer to shaving information card.
- Put up **Billy grows up and Julie grows up acetates** on OHP/Powerpoint and discuss as a group:
 - The physical changes to Billy and Julie's bodies e.g. hair growth, sweat, change of voice, menstruation and development of breasts.
 - The importance of personal hygiene and keeping clean.
 - What toiletries Billy and Julie could use.
- Show acetates of **Growing and Changing**.
 - Get whole group to point out body changes.
 - Identify parts of the body that need personal hygiene.
- Re-look at **toiletries** and discuss which parts of the body we use them on and how often?
- **Feedback form completion**
- **Goodbye song**

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk
About Sex,
Salt 'n' Pepa tape/CD
- ☐ OHP/Powerpoint
- ☐ Billy and Julie
grow up pictures
(see resource 7)
- ☐ Set of toiletries
including shaving
items, soap.
- ☐ "How to have a wet
shave/how to have
a dry shave"
information cards
- ☐ Hand mirrors
- ☐ Growing &
Changing pictures
(see resource 5)

Communication

RESOURCES:

Objects of reference:
e.g. bra, soap, combs,
razor, make-up items
associated with
growing up.

Homework:

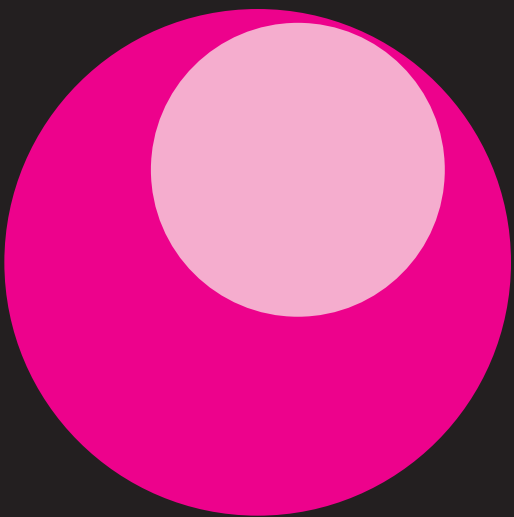
Parents and carers to
give child opportunity
to select and buy
personal toiletries.

Build up personalised
toiletry bag if not
already done

Look again at "All
Change" Boys & Girls
leaflets for discussion

Request that all girls
wear trousers for
session 8.

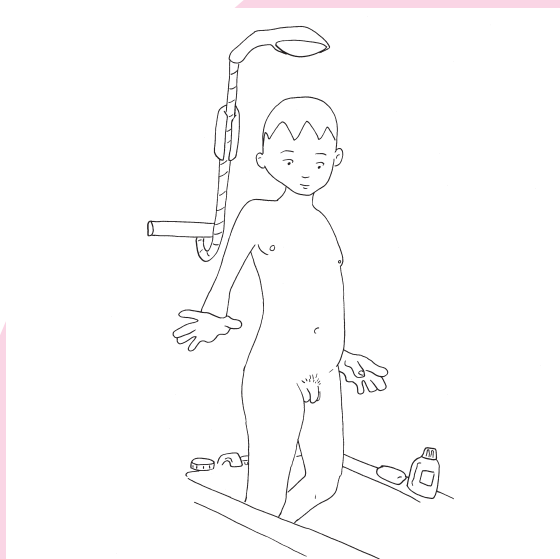
Note: This session has a specific role of increasing self esteem through better personal hygiene and identity.



session 7

resources

Billy grows up

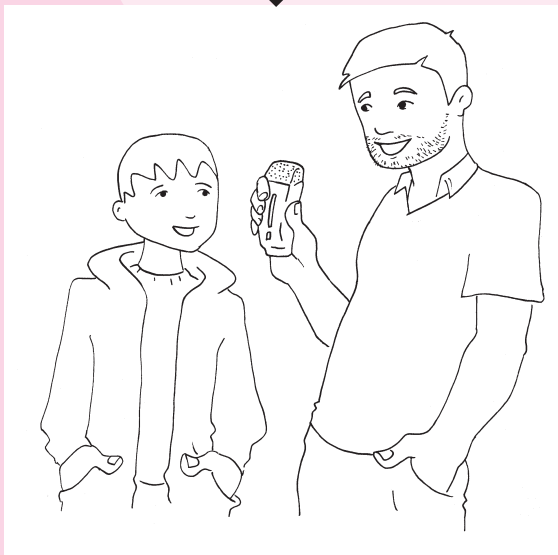


- When in the bath/shower Billy notices some hair on his body.
- Discuss that this is called pubic hair and is part of growing up

- Billy's mum tells him hair will grow under his arms as he grows up.
- Ask the group if they know anyone like this?

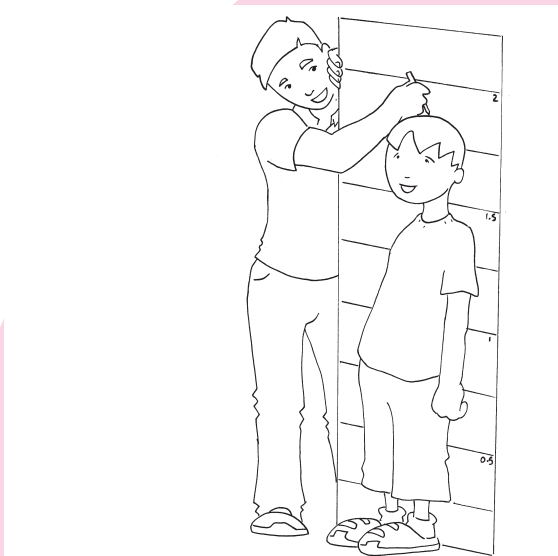
- Billy's mum explains that when hairs grow you begin to sweat.
- Ask the group whether sweating is good and what they can do e.g. use a deodorant

Billy grows up

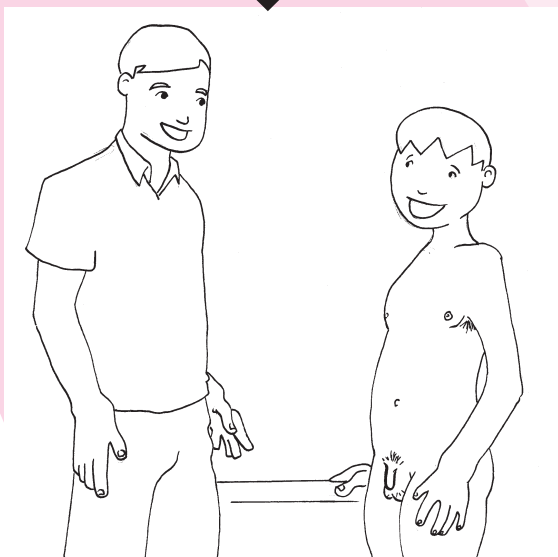


- Billy's dad is having a shave: Explain what this is and what you need (wet/dry shave)
- Explain one day every boy needs to shave if they don't want a beard
- Billy's dad shows him an electric razor.
- Explain this and why it is safer to use
- Billy listens to music and as he sings his voice goes high and low
- Explain how this is a sign of growing up and Billy's voice will be deeper

Billy grows up



- What is happening to Billy?
- Why are his trousers too short?

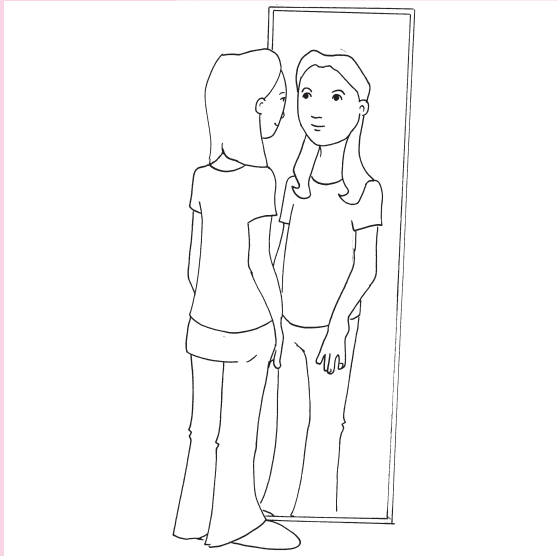


- What parts of Billy's body will grow?
- Where will Billy wash?

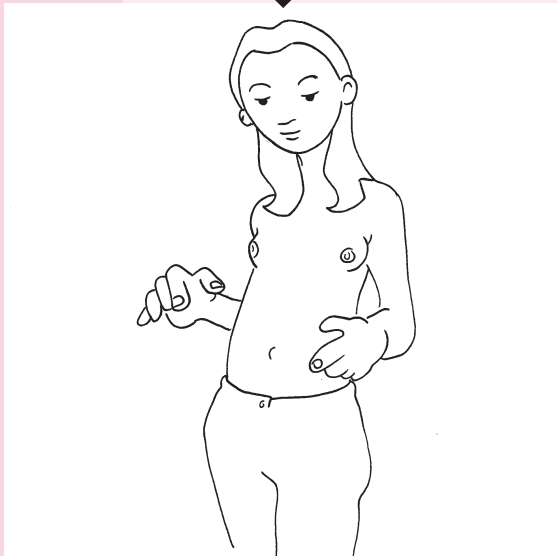


- Is it good to grow up?
- Will Billy be a man soon?

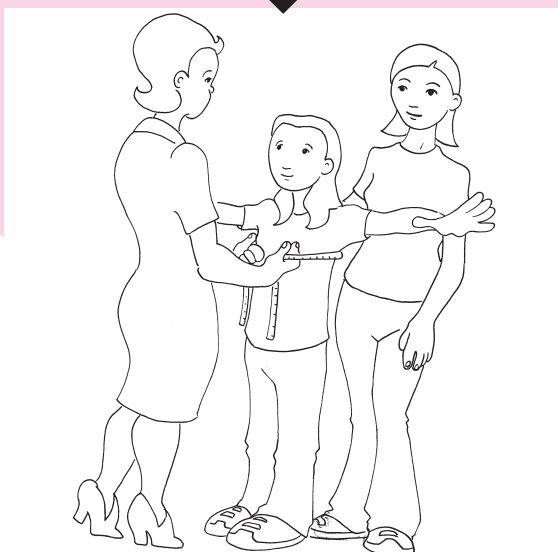
Julie grows up



- Julie looks in the mirror. She sees she is starting to grow up.
- Ask if any of the children are growing up.

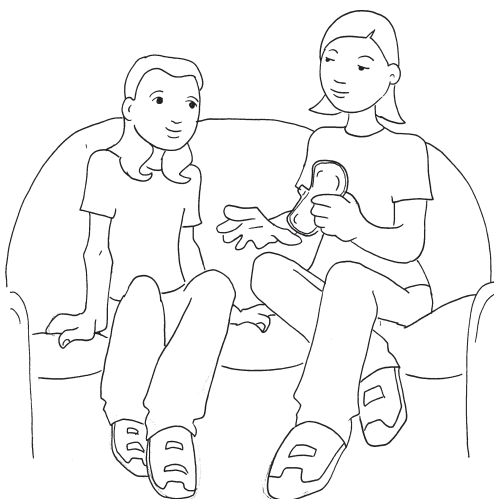
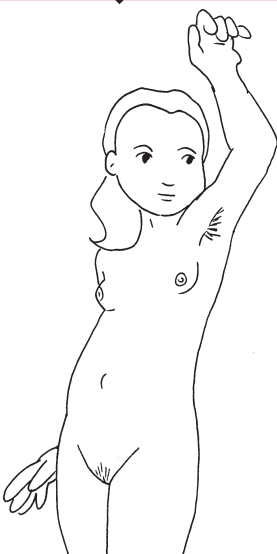
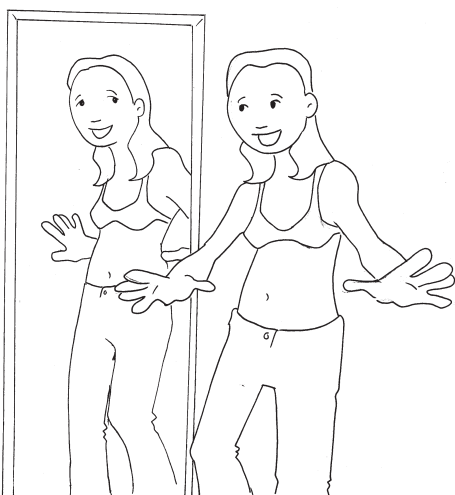


- One day Julie notices her chest is growing
- Discuss how breasts will develop



- Julie goes to get a bra
- Discuss this (the right size?)

Julie grows up

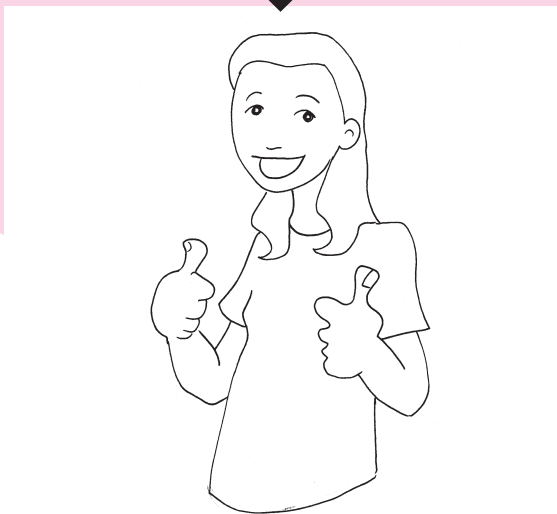


- Discuss how getting a bra is another sign of growing up

- Julie notices some hairs under her arms and between her legs
- Discuss this is a sign of growing up and they need to keep clean

- Discuss how Julie's mum tells her about one day there will be blood on her pants. It will come out of her vagina for a few days every month. It is called a period

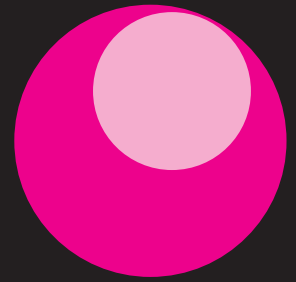
Julie grows up



- Explain how pads fit into pants/knickers

- Explain how having a period is nothing to worry about

- Julie feels good about growing up



Feedback from students:

Did you like this session? (Please circle)



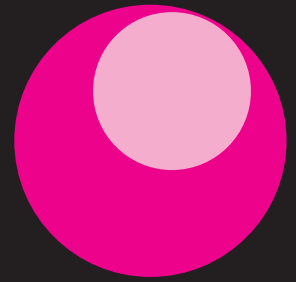
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



Session 8

aim:

To explore the concept of menstruation and wet dreams and to provide support to develop skills of independence

session



Content:

- **Opening song and greetings**
- **Menstruation**-mixed sex groups.

For whole group show pictures of Claire's story.

Ask the prompting questions:

Have a selection of sanitary towels, tampons and pant liners to hand round the whole group.

Give explicit instructions - regarding pad changing and hand washing using anatomically correct dolls if necessary.

Explain to any girls who wear continence products how managing menstruation will be different for them.

Watch "Kylie" video - forward wind to clips relating menstruation, first period, PMT and tampon use.

- **Wet Dreams-Mixed sex groups**

For whole group show pictures of wet dreams and then Mike's story. Emphasize the naturalness of wet dreams.

Work round whole group asking prompting questions:

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk About Sex, Salt 'n' Pepa tape/CD
- ☐ TV/Video
- ☐ Model wooden bed (or a picture)
- ☐ Water filled syringe
- ☐ Claire's story pictures (see resources 8)
- ☐ Mike's story pictures (see resources 8)
- ☐ OHP/Powerpoint
- ☐ Wet dreams pictures (see resources 8)
- ☐ "Periods: what you need to know" leaflets
- ☐ Anatomically correct dolls
- ☐ "Jason" & "Kylie" videos
- ☐ Range of sanitary products
- ☐ Fake blood (e.g. paint/ketchup)
- ☐ Pairs of knickers

Communication

RESOURCES:

Symbol-Menstruation & ejaculation (see resources 8)

Objects of reference-sanitary products. (menstruation). Box of tissues (wet dreams)

Homework:

GIRLS • Give out "Periods: what you need to know" leaflets and encourage parents/carers to implement guidelines.

Encourage parents and carers to go shopping with girls to purchase sanitary towels. To include them in a personalised bag would be appropriate.

Consider why there may be times when tampons would be useful i.e. swimming.

Advise parents and carers to give consideration to girls who wear continence products but have intimate care needs, and help to make them aware that their periods are happening.

BOYS • Prepare boys to manage their wet dreams, and explain this is natural.

- **Wet Dreams-Scenario.**

Lie anatomically correct male figure on model wooden bed with sheet on top. Insert water filled syringe underneath bed and between slats to depict an erect penis. Emphasize that the boy is asleep. Inject the syringe vertically to depict ejaculation. Demonstrate the use of bedside tissues to clean up.

- **Single sex-female group.**

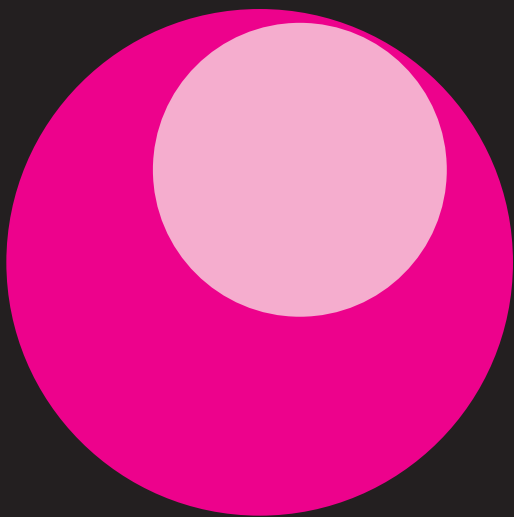
Female staff to take all girls and do private practice session of changing pad and washing hands. Staff to place knickers over trousers and demonstrate how and when to change sanitary towels stained with varying amounts of fake blood. All girls to practice in same way. Show where toilets are and where to dispose of pads. Talk about where you can buy them and how much they cost.

- **Single sex-male group.**

Go over wet dreams again.

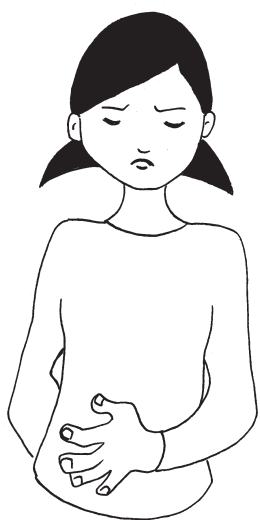
- **Feedback form completion**

- **Goodbye song**

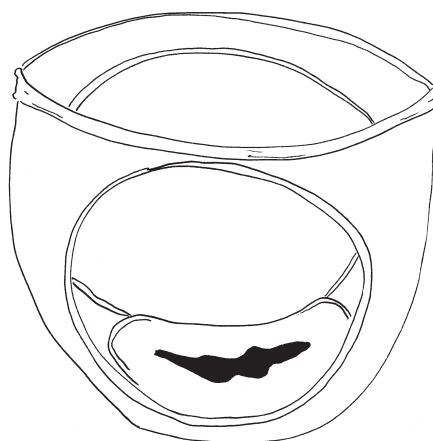


session 8

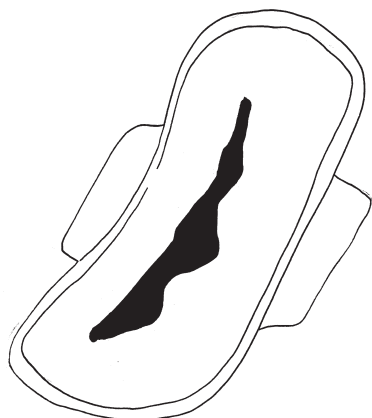
resources



tummy ache



blood on pants



blood on pad

Claire's story

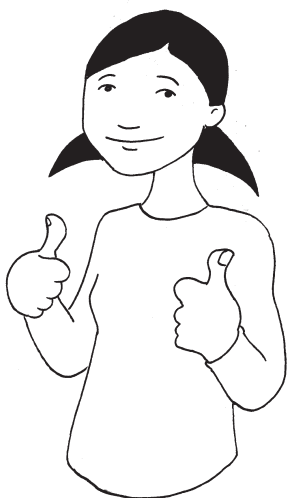
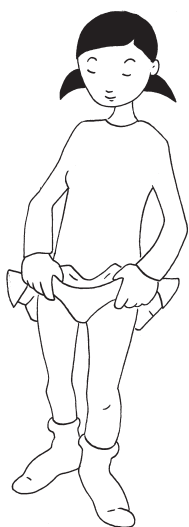


- Claire's tummy feels strange so she decides to go to the toilet.
- What do you think is the matter Claire?
- What do you think she is feeling like?

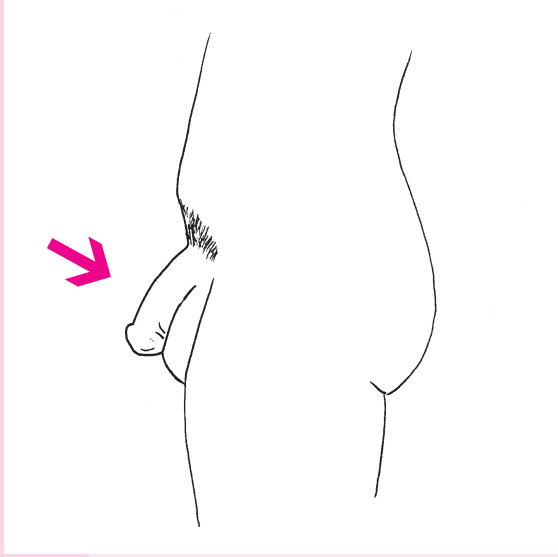
- Claire sits on the toilet and notices there are some red marks of blood on her pants.
- What do you think has happened?
- Do you think she is frightened?
- Should she tell someone? who?

- What is Claire doing now?
- Would you know where to find a pad?
- Would you know where to find clean pants?

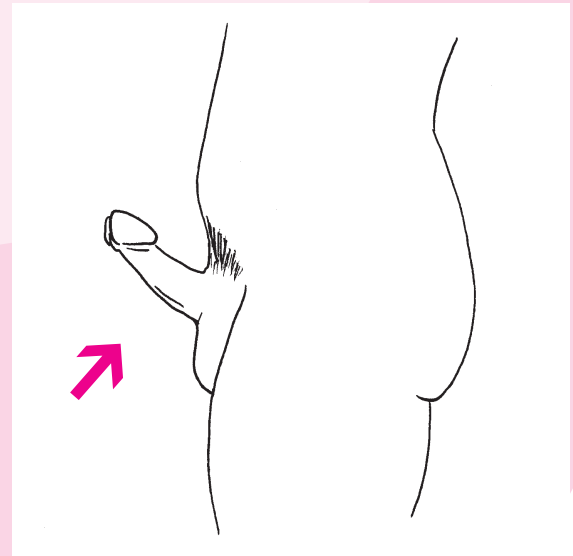
Claire's story



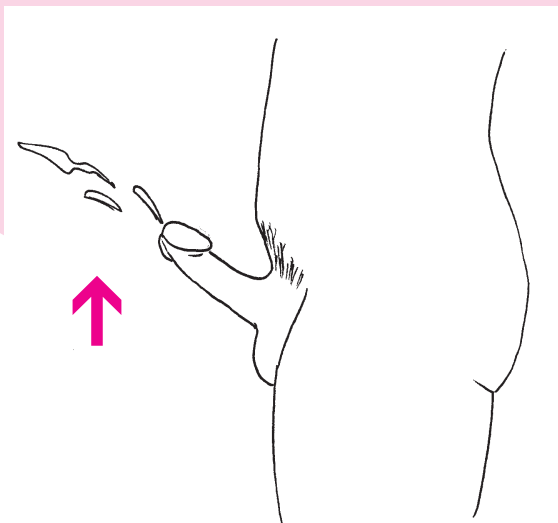
- Where does Claire put her sanitary pad?
- How does she feel?
- What does Claire need to do after she has changed her pad? (wash hands)
- How can she keep herself clean and fresh?
- How often should she change her pad?
- What is Claire doing now?
- When will Claire need to wash her pants?
- How often will she have a period?
- What should Claire do if her periods were really heavy?
- What should Claire do if her periods stopped altogether?
- Claire is proud she is growing up



penis



erection



ejaculation

Mike's story



- One morning Mike wakes up and notices his penis is hard and feels a wet patch on his pyjamas
- Do you think Mike has wet the bed?
- How do you think he feels?
- Should he be embarrassed?

- Mike talks to his mum who tells him it is nothing to worry about. It is just a sign that he is growing up
- Who else can he tell?
- Discuss what has happened e.g. semen has come out of his penis whilst he was asleep.

- Discuss how Mike needs to clean himself. (wipe, shower)
- Discuss what Mike needs to do with his pyjamas. (wash basket)

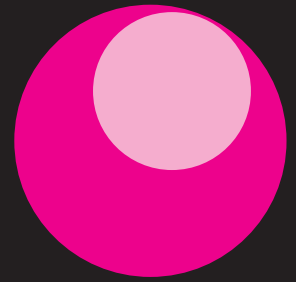
Mike is pleased he is growing up











Feedback from students:

Did you like this session? (Please circle)



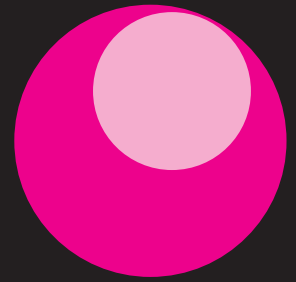
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



session 9

aim:

To explore the concept of male and female masturbation and explore feelings of arousal, fancying someone and own sexuality.

To develop awareness of the need for privacy and dignity of own body.

Content:

- **Opening song and greetings**
- Go through **Mike and Jo's stories** -
 - Talk about feelings of arousal and fancying other people.
 - How could we deal with these feelings appropriately?
 - Explore feelings of arousal with textures, perfumes, after shave, various sexy music and videos/DVDs
- **Show the group pictures of male and female masturbation discussing what is happening, and use signs and symbols if needed**
- **Recap public and private concepts discussing pictures on pages 149-150.**
e.g. Bedroom, bathroom, toilet, door shut etc. =private
- **Simulate anatomically correct dolls masturbating and discuss**
- **Watch sections of "Jason" and "Kylie" videos** particular to masturbation. Note: ejaculation referred to as "cum" rather than semen in video
- Show **Tim and Lucy pictures**. Discuss how it feels to fancy someone
- **Feedback form completion**
- **Goodbye song**

Resources:

- ☐ **Tape/CD player**
- ☐ **Let's Talk About Sex, Salt 'n' Pepa tape/CD**
- ☐ **Pictures of male and female masturbation**
(see resources 9)
- ☐ **Mike's story**
(see resources 9)
- ☐ **Jo's story**
(see resources 9)
- ☐ **OHP/Powerpoint**
- ☐ **TV/Video**
- ☐ **"Jason" and "Kylie" videos** (set to sections on masturbation)
- ☐ **Tim and Lucy pictures**
(see resources 9)
- ☐ **Pictures of public and private places**
(see resources 6)
- ☐ **Anatomically correct dolls**

Communication

RESOURCES:

Signs and symbols of
male & female
masturbation

Objects of
reference-tissues

Selection of 'sexy' music

CD's/videos/DVDs

Perfumes & after shaves

Homework:

Practice being private-
shutting the door-
getting dressed in
private.

Practice shutting the
door and being private
if person wants to
masturbate.

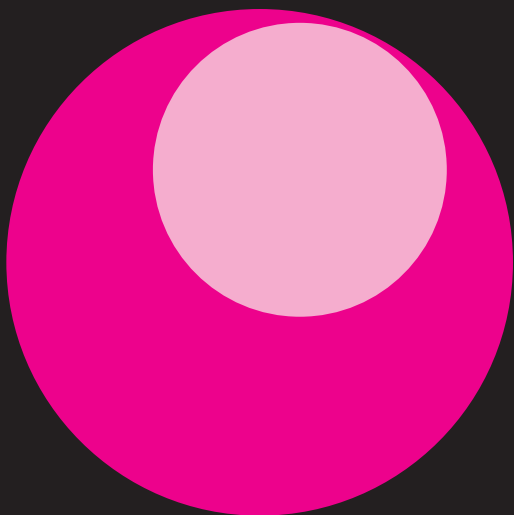
Parents and Carers:

Encourage the practice
of not touching
themselves in public,
requesting the young
person continues in a
private room if possible.

Encourage to develop
privacy and dignity of
own body.

Encourage the use of
dressing gowns/clothes
to cover up.

Develop positive
attitude towards child's
sexuality.



session 9

resources

Mike's story

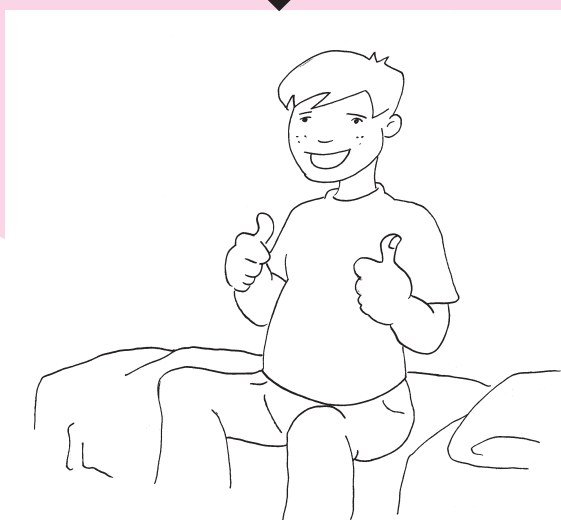
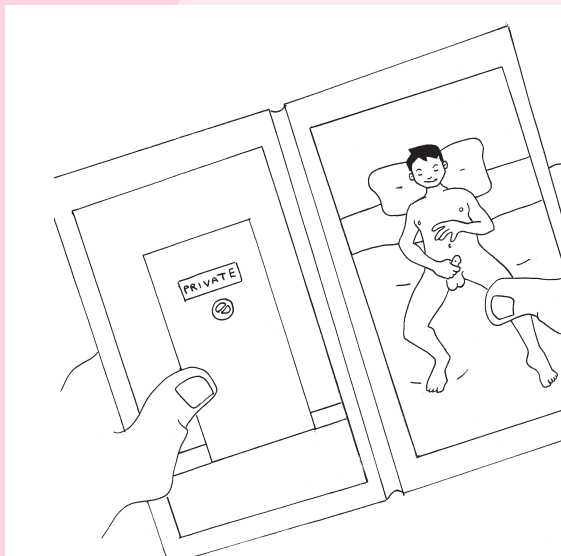


- What is Mike doing?
- Where is his hand?
- What is the body part called?
- Is this ok?
- What do the people around him think?
- Where should he be?
- What is happening?

- What is mum saying?
- What does she have in her hand?
- Is she cross?

- What are they doing?
- Where is he?
- Is it a private place?

Mike's story

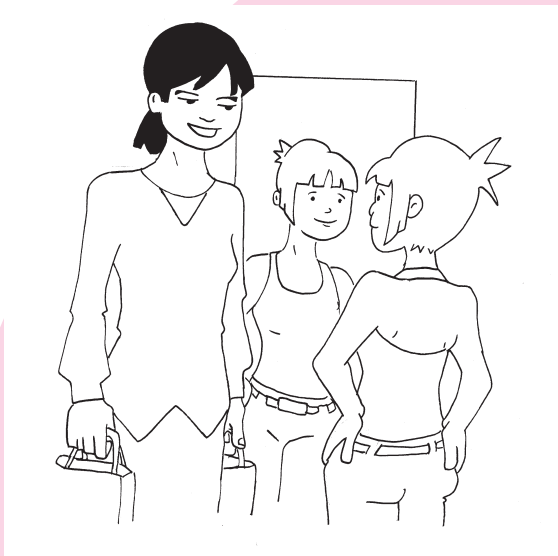


- Where is the boy in the book?
- Is this private place?
- What is he doing with his hand?
- What will happen to his penis?
- Does it feel nice?

- What is his mum saying?
- Why will he need tissues?
- Where should he throw them away?
- What else should he do?

- Mike is alone now
- How does it feel now?
- He knows he must only touch himself in private

Jo's story



- Who is on this picture?
- Are they girls/women or boys/men?
- What is she doing?
- How old is Jo?



- What is Jo doing now?
- What are they saying?
- Is it ok to do that?
- Where should she do that?

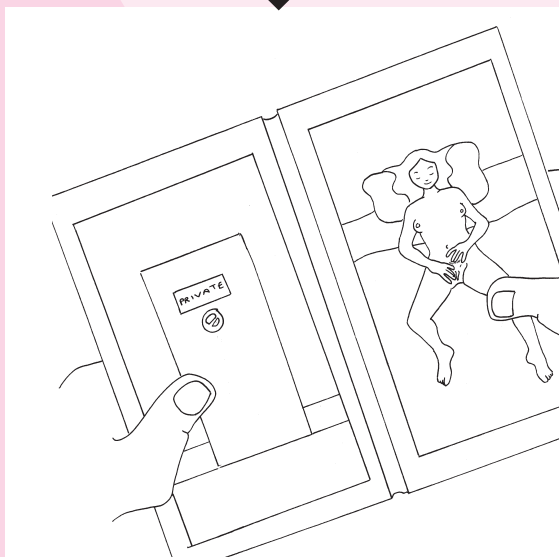


- Where are they going?
- Is this a public or private place?

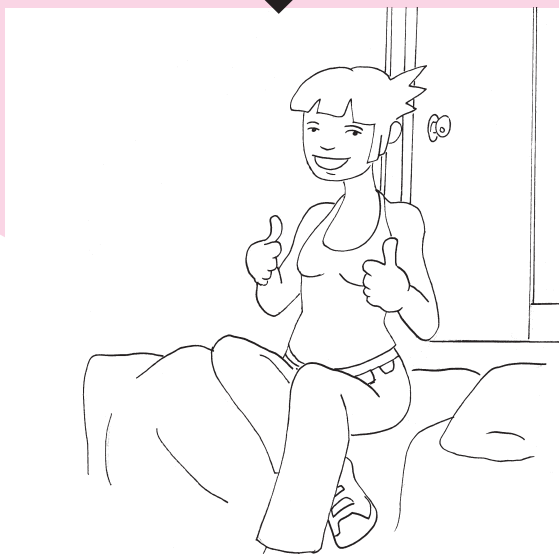
Jo's story



- What are they doing?
- Where are they sitting?
- Is this a private place?

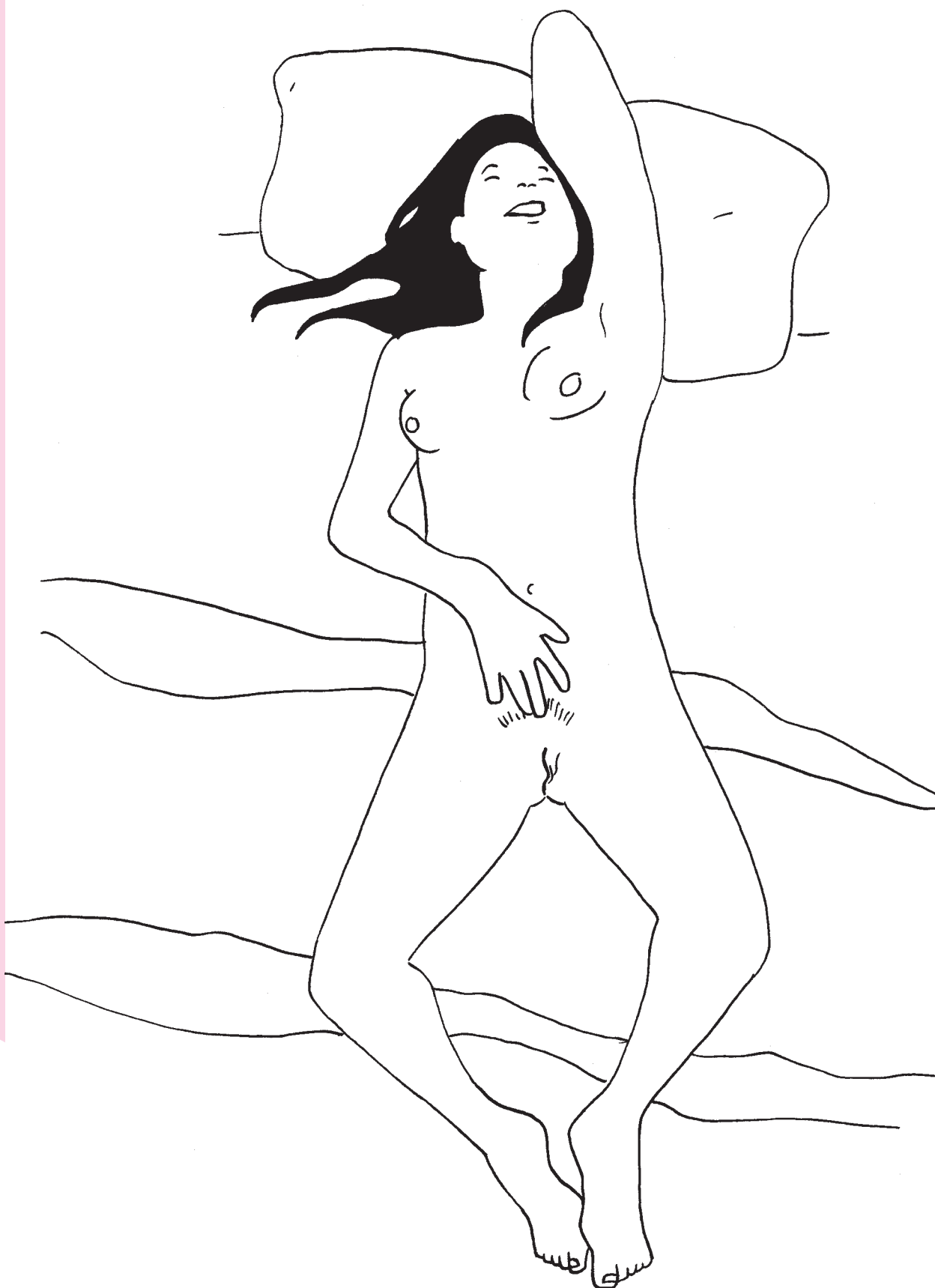


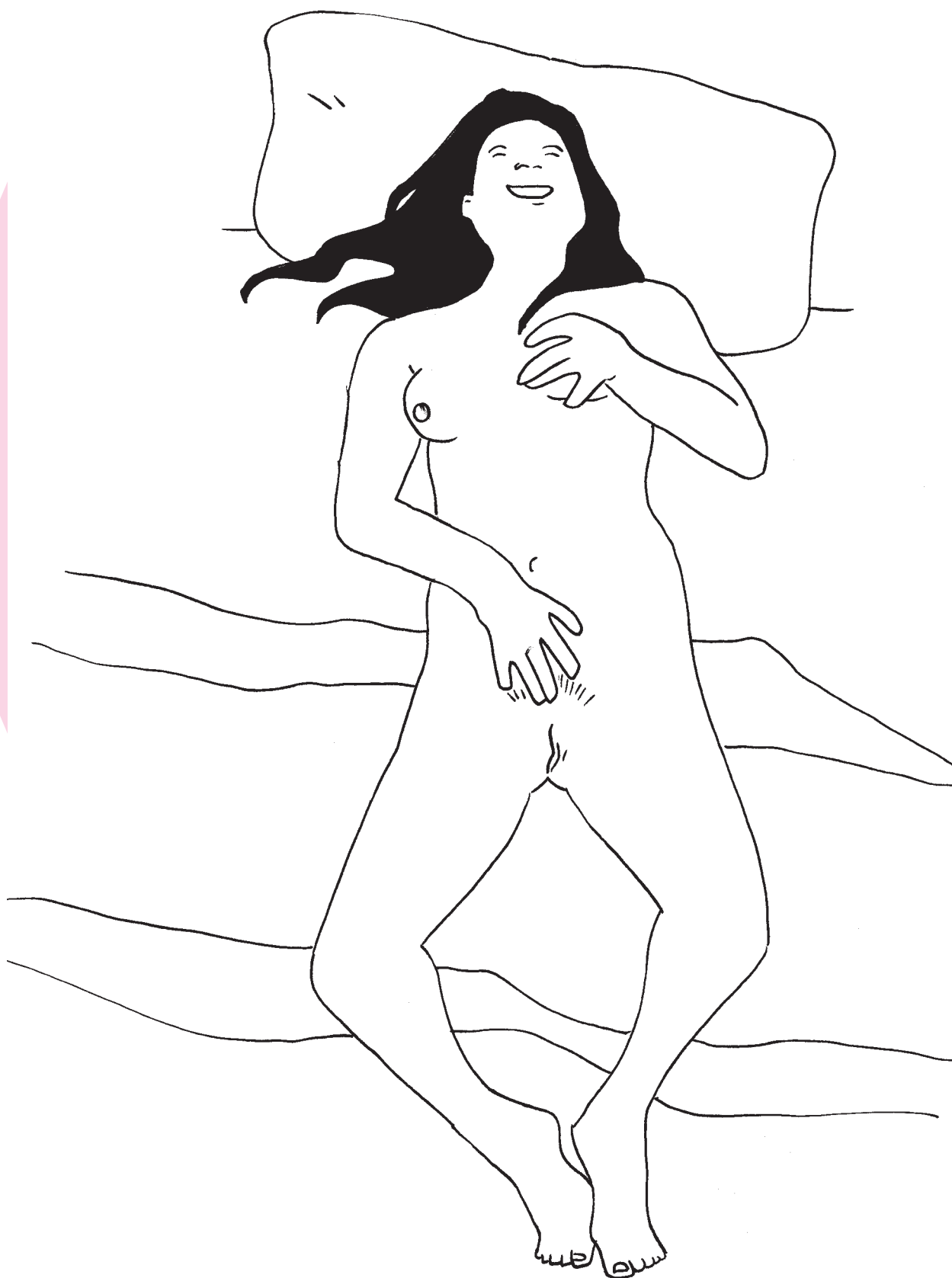
- What is the girl doing?
- Where are her hands?
- What is the body part called?
- Is this ok?
- Where should she be?
- How will the girl feel?

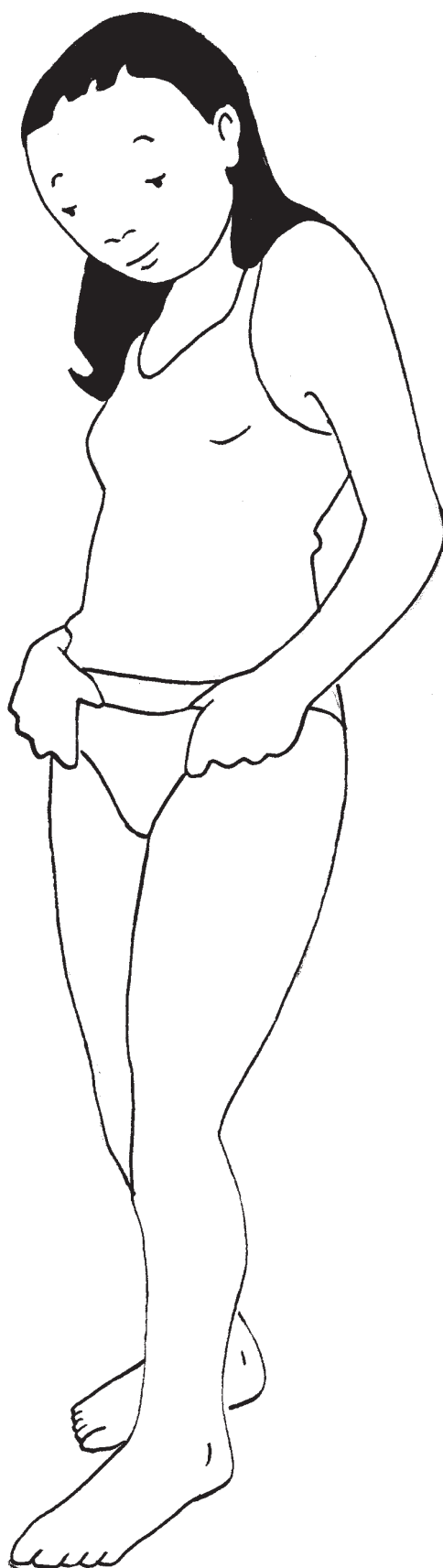


- Where is Jo?
- Is it public or private?
- Should the door be open/shut?
- How does Jo feel now?







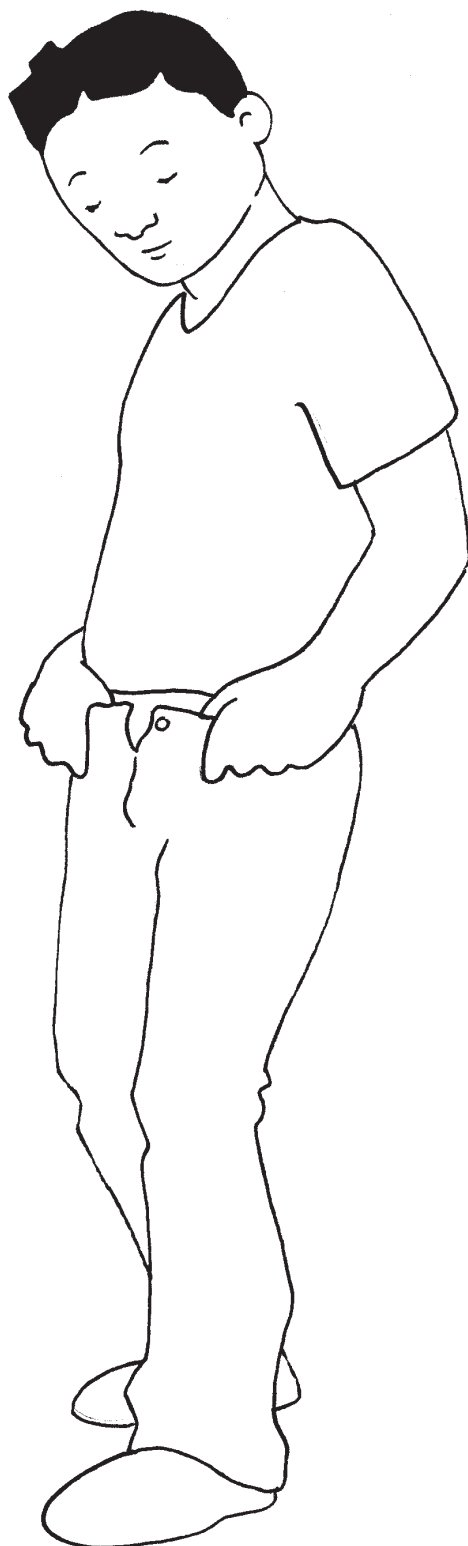




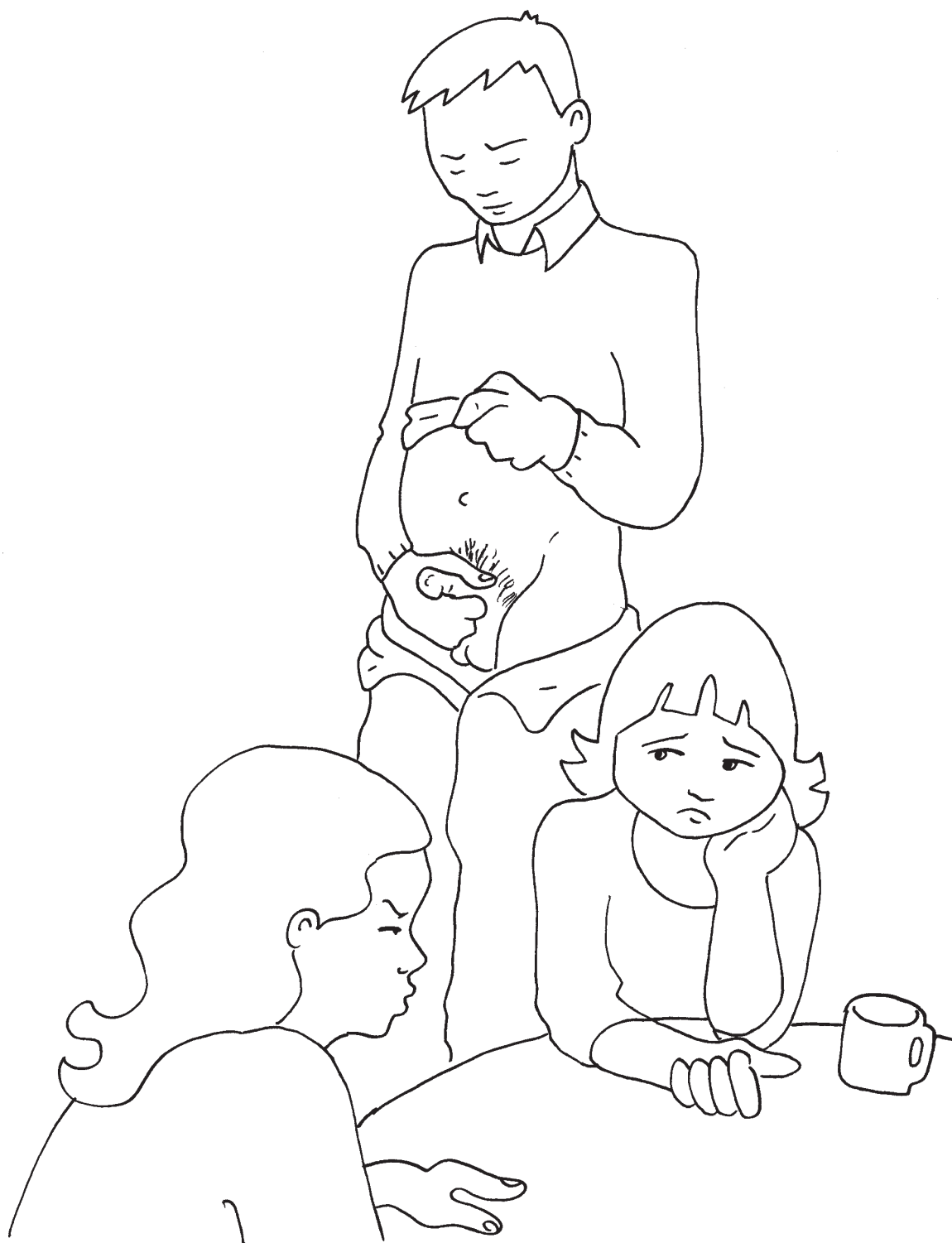












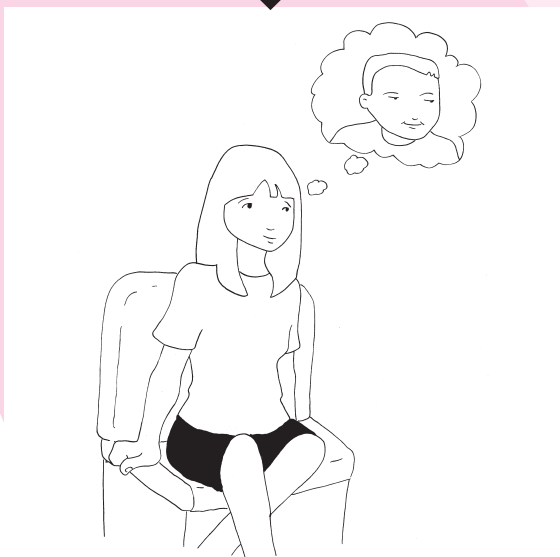


Tim and Lucy



Tim and Lucy meet

- Where are they?
- Are they boys/men or girls/women?
- Is he happy/sad/angry/shy?
- Are they talking or not?
- Do they know each other?
- Do you think they like each other or not?



- Where is she?
- What is she doing?
- What is she thinking about?



- Where is he?
- What is he doing?
- Who is he thinking about?

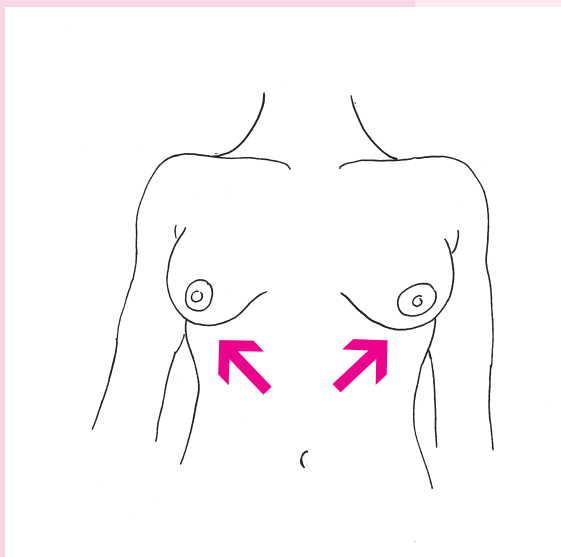
Tim and Lucy



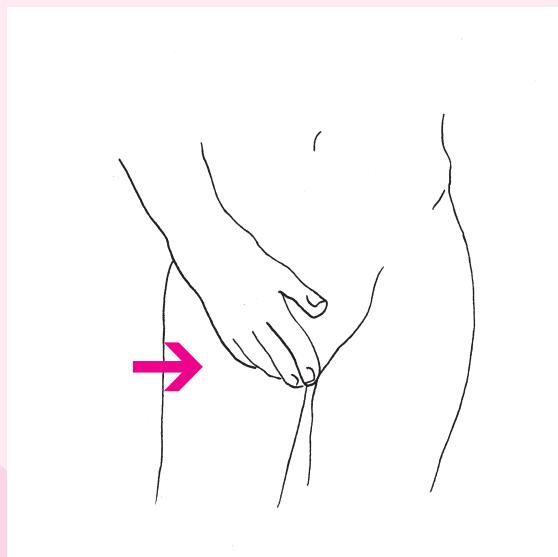
- What is happening here?
- Do they know each other?
- Are they friends?
- How do they make friends?
- What could they say to each other?
- Is anyone smiling

Tim and Lucy become close friends

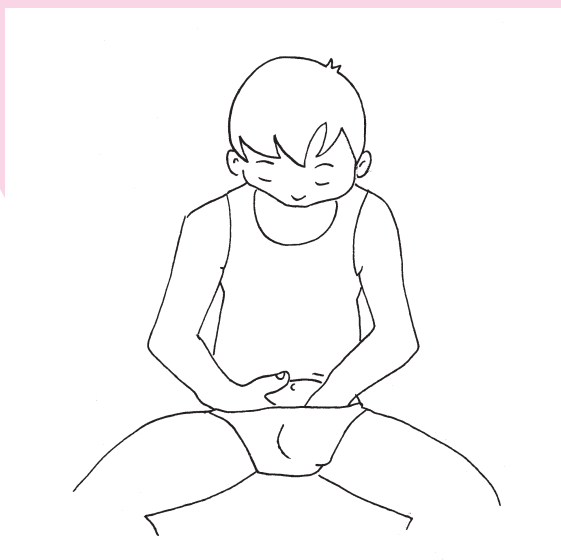
- Who is here?
- Where are they?
- What are they doing?
- Is this a private place?
- What is the lady saying?
- Where should they be?



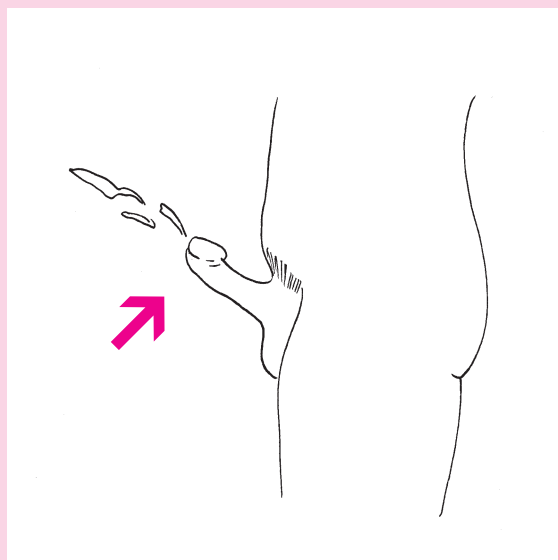
breasts



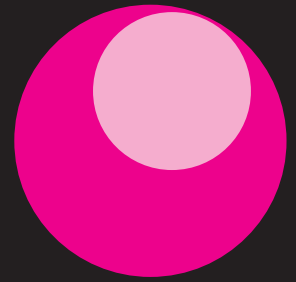
masturbate



masturbate



ejaculation



Feedback from students:

Did you like this session? (Please circle)



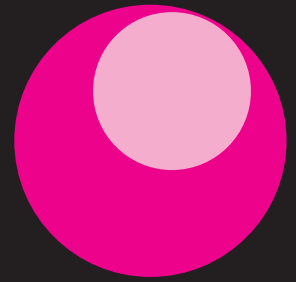
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



session 10

aim:

To explore the understanding of consent and assertiveness and to practice saying 'no' effectively.

session



Content:

- **Opening song and greetings**
- Facilitators to perform **4 separate role plays**. These will all begin with person A coming to sit too closely to person B, but will demonstrate 4 different responses from Person B.
- **Response one**
Person B displays an unhappy facial expression.
Question the class - do you think she/he is happy?
- **Response two**
Person B **ineffectively** tries to say no, by gently shrugging off Person A and looking away. Involve the group to come up with ways of saying no effectively.
- **Response three**
Person B **effectively** tries to say no, demonstrating the use of Rules of Saying No (display picture). Individuals and group to practice saying no.
- **Response four**
Person B gives mixed messages to Person A by half smiling as they push them away. Discuss with the group the difficulties this may bring.
- Show Keeping safe and Consent situations pictures.
Work around group and talk about experiences when children have had to say no.
- **Positive role play scene to give consent** - Person B to look happy about Person A sitting too close to them.
- **Feedback form completion**
- **Goodbye song**

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk About Sex, Salt 'n' Pepa tape/CD
- ☐ OHP/Powerpoint
- ☐ "Rules of saying no" sheet and copies for each student
(see resources 10)
- ☐ "Keeping Safe" pictures
(see resources 10)
- ☐ Consent situations pictures
(see resources 10)

Communication

RESOURCES:

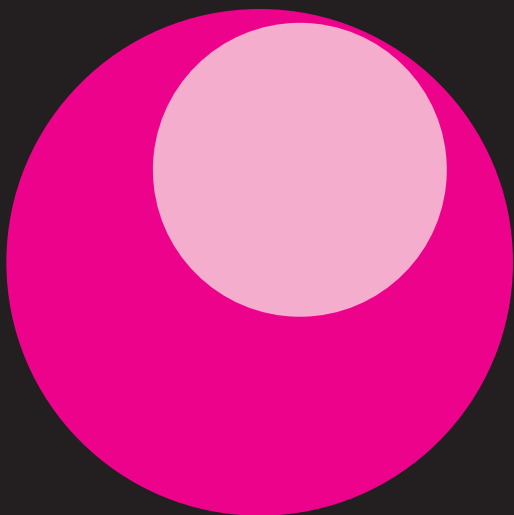
Signs & Symbols

(see resources 10)

Homework:

Practice role play,
assertive body
language and saying
"no!"

Copies of "Rules of
saying no" to be sent
home.



session 10

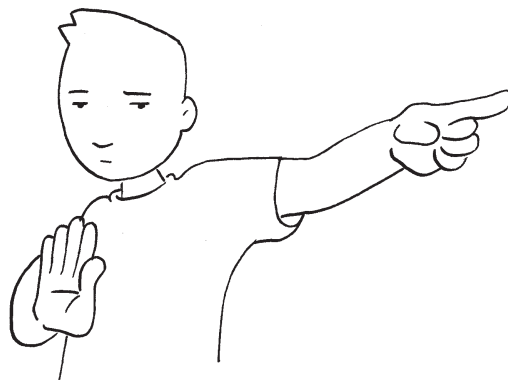
resources

The rules of saying 'no'

- Breathe deeply
- Stand straight and look person in the eyes
- Say 'no' loud and clear
- Look serious, no smiling, no laughing
- Push hand forward hard as if pushing person away



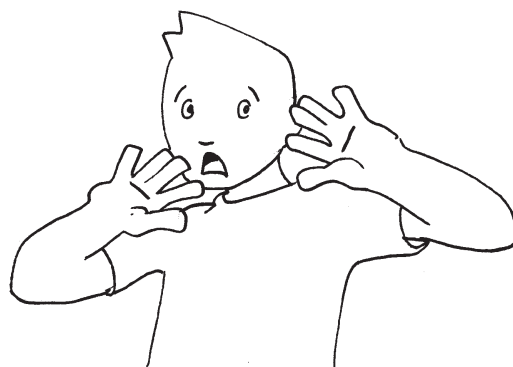
wrong



go away



hold

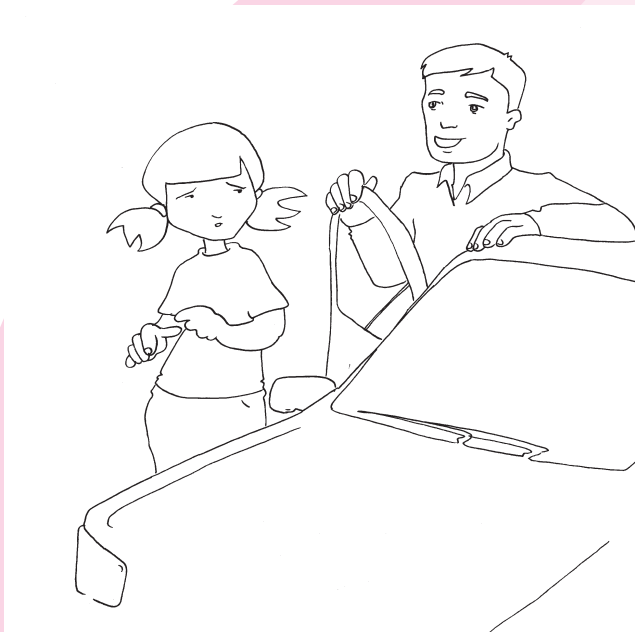


don't



stop tickling

Keeping safe



The stranger in the car

- Who is in the picture?
- What is happening?
- Is the man older than the girl?
- What is her face doing?
- Is she happy/sad/frightened
- Does she know him?
- What can she do?
- What is the man doing?
- Is it ok or not ok?

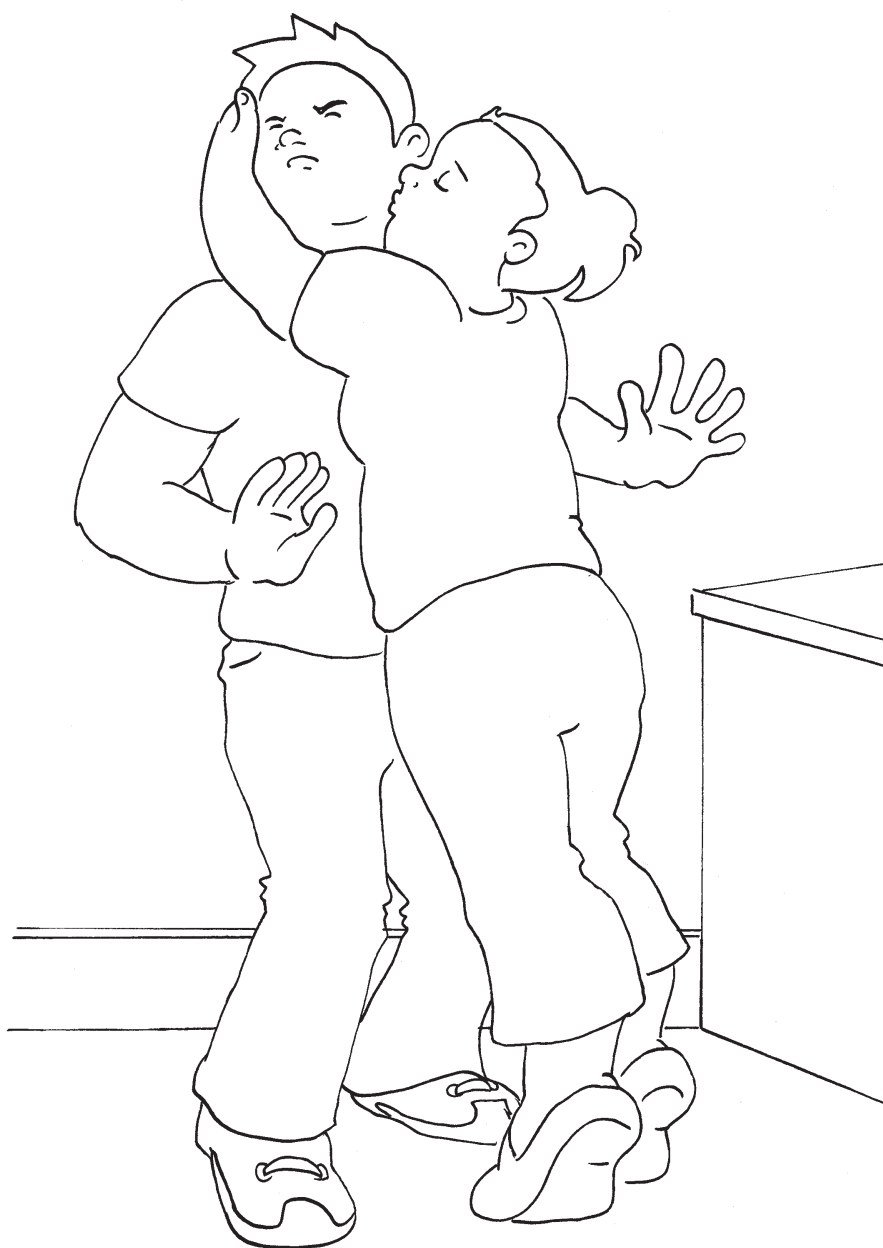


- What can the girl do?
- What is she saying?
- Does she look happy/sad/upset/angry
- Who should she tell about the man?

- What is her face doing?
- What are her hands doing?
- Where are his hands?
- Is this ok or not ok?
- What should he/she do?



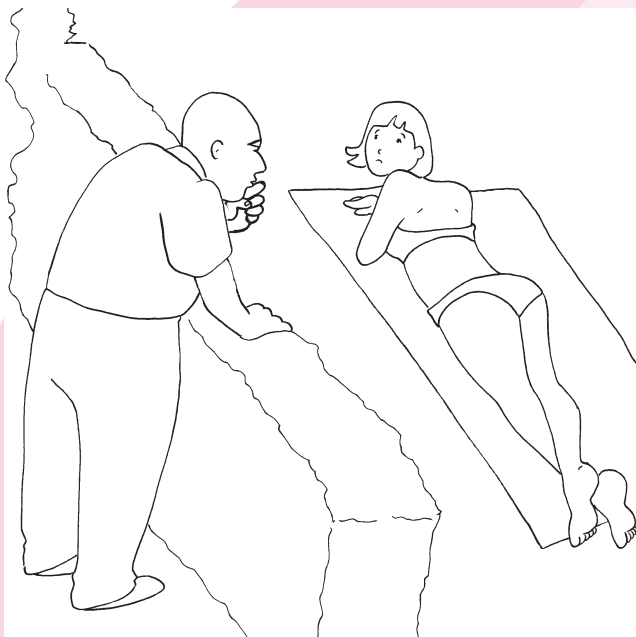
- What is happening?
- What is his face doing?
- What should he/she do in this situation?
- Is this ok or not ok?



- What is happening here?
- What is the drivers hand doing?
- Where are they?
- Are they both happy?
- What do the other passengers think?
- Is this ok or not ok?



Keeping safe



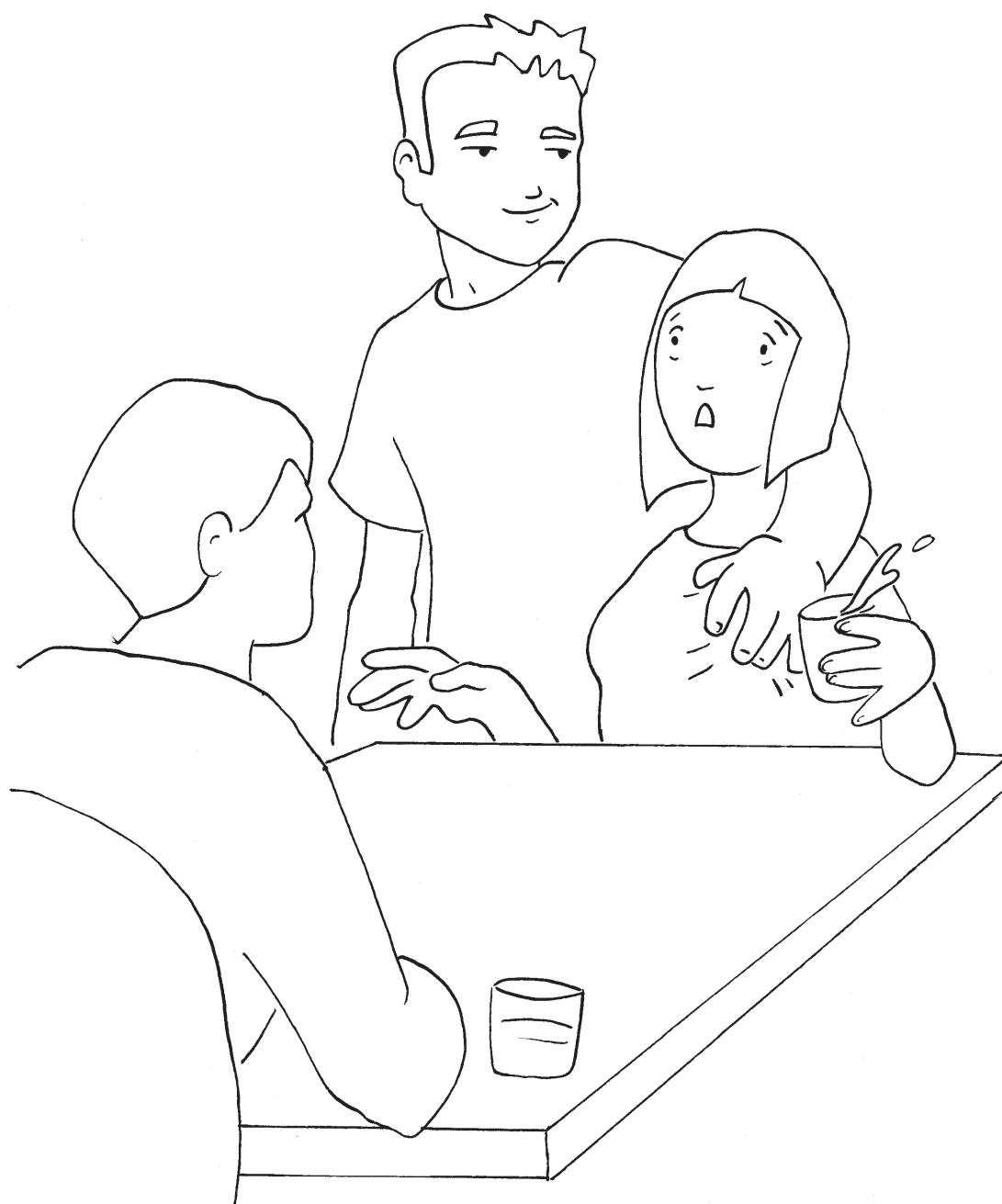
In the garden

- Who is in the picture?
- How old are they?
- What are they doing?
- Do they know each other?
- What do you think he is saying to her?
- What is a secret?
- Are secrets ok?
- When should you not keep a secret?



- What is she doing now?
- Does she look ok?
- Why is she cross?
- What can she say?
- Who should she tell

- What is happening here?
- Do they know each other?
- What is his hand doing?
- What is her face doing?
- Is this ok or not ok?



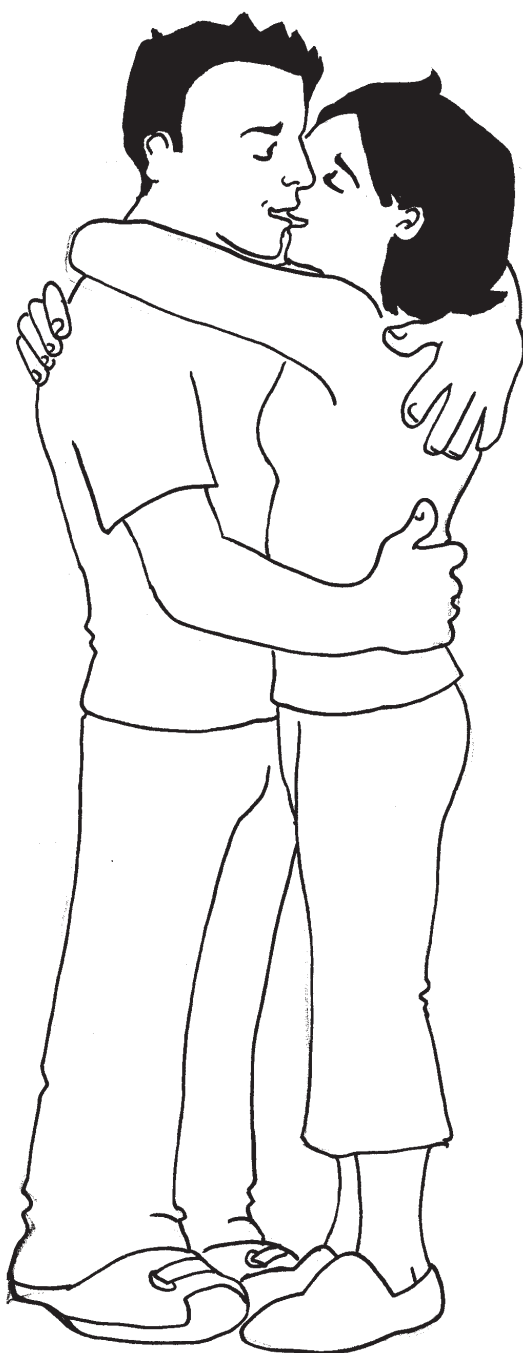
- Where are they?
- Are they men or women?
- What are their hands doing?
- Are they happy?
- Is this ok or not ok?



- Where are they?
- Is it a public or private place?
- What is happening?
- Where is his hand?
- Is it ok or not ok?
- Are they happy or sad?



- What is happening here?
- Is this ok/not ok?
- What are their hands doing?
- What are their faces doing?
- Are they happy?



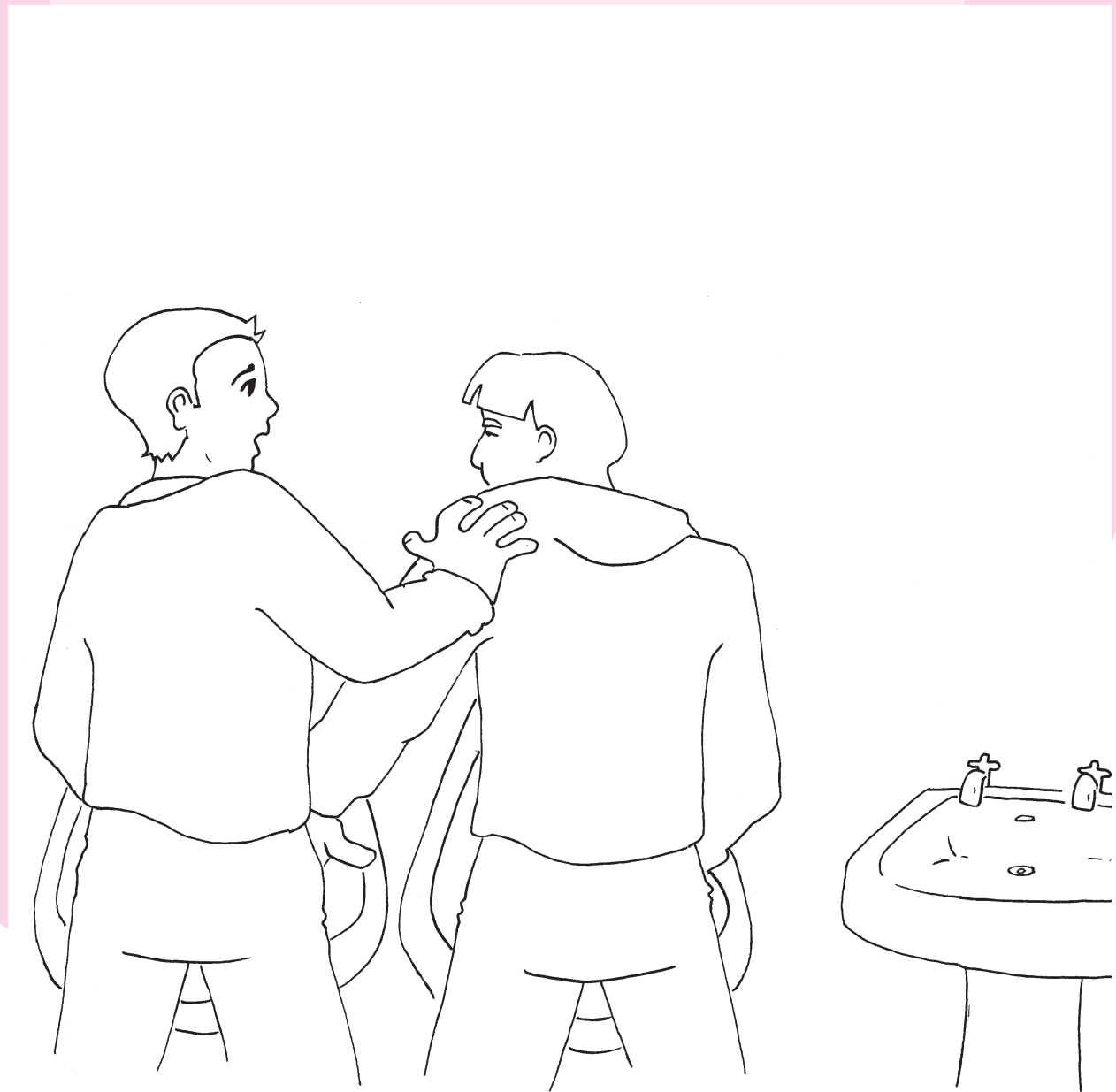
- What is happening here?
- Are they men or women?
- What are their hands doing?
- Are they happy or sad?



- What is happening here?
- Where are they?
- Is this ok or not ok?
- Are they happy or sad?

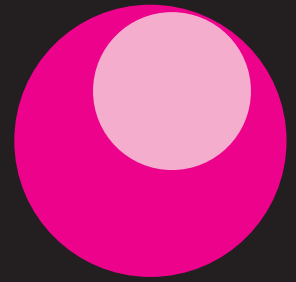


- Where are they?
- What is happening here?
- Is this a public or private place?
- What is the man's hand doing?
- Is that ok or not ok?
- What should he do?



- Where are they?
- Who is sitting there?
- What are the men saying?
- Do they look happy/sad/angry?
- Is this ok or not ok?





Feedback from students:

Did you like this session? (Please circle)



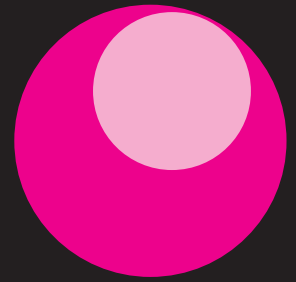
✓ Yes



X No



? Don't know



Feedback from students:

Did you learn anything from this session? (Please circle)



✓ Yes



X No



? Don't know



session II

aim:

To discuss what sexual intercourse is and clarify any misunderstandings.

To explain the process of sexual intercourse as loving & pleasurable for both people involved.

To explain about contraception.



Content:

- **Opening song and greetings**

- Use **Tim and Lucy** pictures and supporting text to introduce what happens when two people who fancy each other consent to sexual intercourse

Ask the group for other names for sexual intercourse and put on the flip chart

Group to practice using correct terms for sexual intercourse

Demonstrate dolls having intercourse and pass dolls around the room to practice actions of penis entering vagina

Show pictures of consenting and non-consenting sexual intercourse

- Discuss waiting till you are ready for intercourse
- Discuss what is meant by contraception

Why do we need it during intercourse?

- To avoid having babies
- To avoid having sexually transmitted infections (STIs)

Who would carry condoms and where do you get them from?

Demonstrate how condoms work using ejaculating condom demonstrator. Each child to practice taking condom out of packet and rolling onto a condom demonstrator.

Resources:

- ☐ Tape/CD player
- ☐ **Let's Talk About Sex,**
Salt 'n' Pepa tape/CD
- ☐ Flipchart paper and pens
- ☐ Anatomically correct dolls
- ☐ OHP/Powerpoint
- ☐ TV/Video
- ☐ Pictures of consenting and non consenting sexual intercourse (see resources 11)
- ☐ Condom demonstrators (including an ejaculating one)
- ☐ Condoms (one for each student and a few spare)
- ☐ "How to use a condom" leaflets
- ☐ "Jason" and "Kylie" videos
- ☐ Tim and Lucy pictures (see resources 11).

Communication

RESOURCES:

Signs & Symbols

(see resources 11)

Homework:

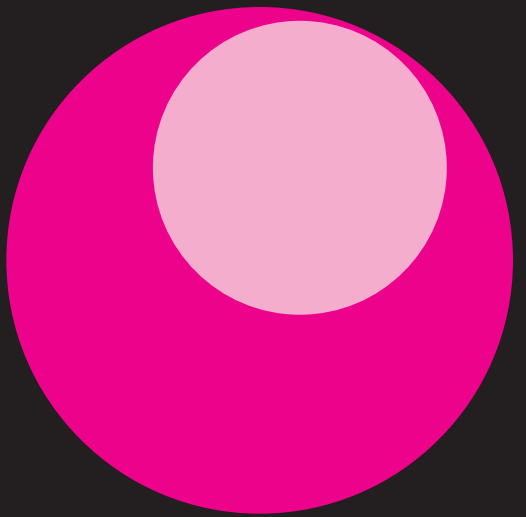
Parents/Carers to go through "How to use a condom" leaflet with young person.

Explain that:

- Both people must consent
 - The law says both people need to be over 16
 - People usually remove all or some of their clothing before having sex
 - They may like to kiss and touch each other
 - The man's penis becomes hard and bigger and the woman's vagina becomes wet
 - They both like it and it doesn't hurt either of them. (If it does hurt you need to speak to someone you trust).
 - Both the man and woman can ejaculate. They may feel very satisfied and 'nice'.

Watch Jason video. Note that Jason always asks Kylie about sex, and explain this is not always the case. Video shows Jason ejaculating but does not mention Kylie having an orgasm. Same sex relationships are also discussed in this clip.

- **Feedback form completion**
- **Goodbye song**



session II

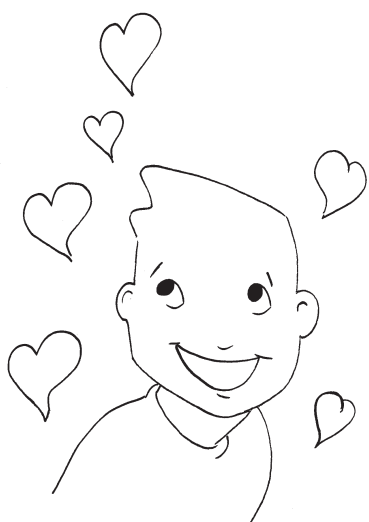
resources



cuddle



kiss



in love



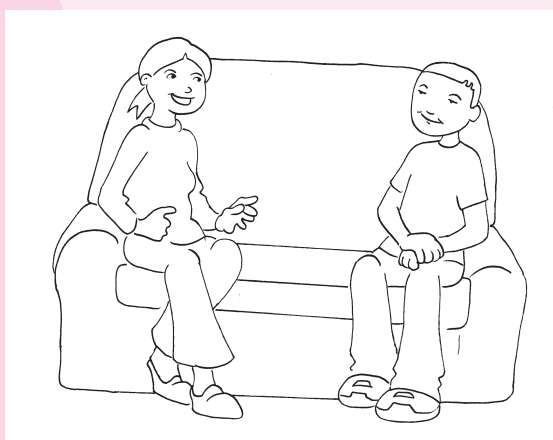


Tim and Lucy: Visiting Lucy at home



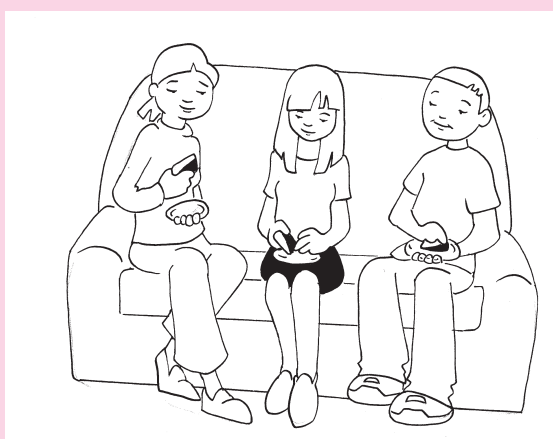
Tim is visiting Lucy at home for the first time

- How is Tim feeling?
- How is Lucy feeling?



Tim and Lucy's mum talk

- What might they talk about?
(eg. what he likes doing, looking after Lucy)



Lucy joins them

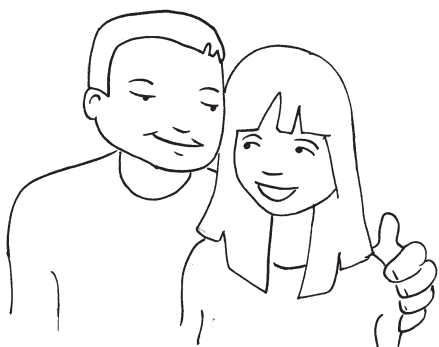
- What might they talk about now?
(eg. holidays, family, anything)



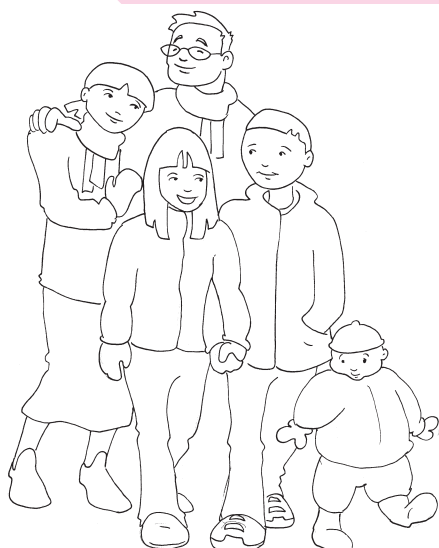
Lucy's mum leaves them alone

- What are Tim and Lucy doing?
- How are they feeling?

Tim and Lucy: Getting to know each other



- What do Tim and Lucy enjoy doing together?
- Are they happy or sad?

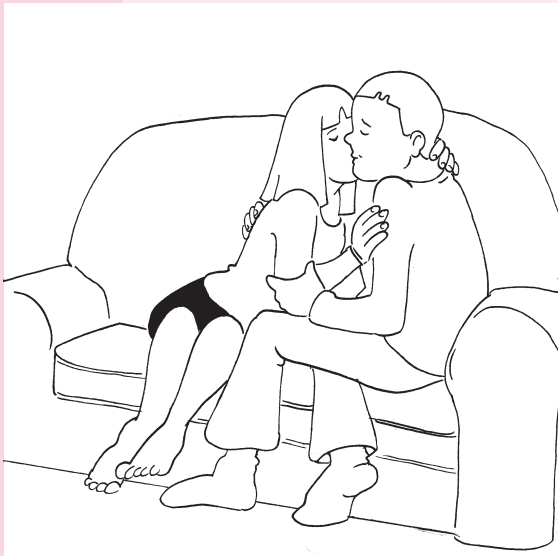


- What is happening here?
- Who are these people? (family, friends)
- Are people happy?
- What are Tim and Lucy doing?

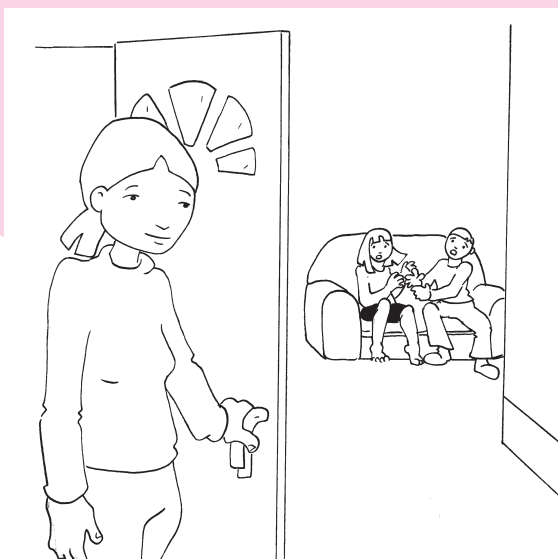
Tim and Lucy: Alone together



- Who is here?
- Where are they?
- Are they happy?
- How long have they been boyfriend and girlfriend?



- What are Tim and Lucy doing?
- What do they say to each other before they start to kiss? (ask permission)
- Does it feel nice or horrible?



Lucy's mum comes in (unexpectedly)

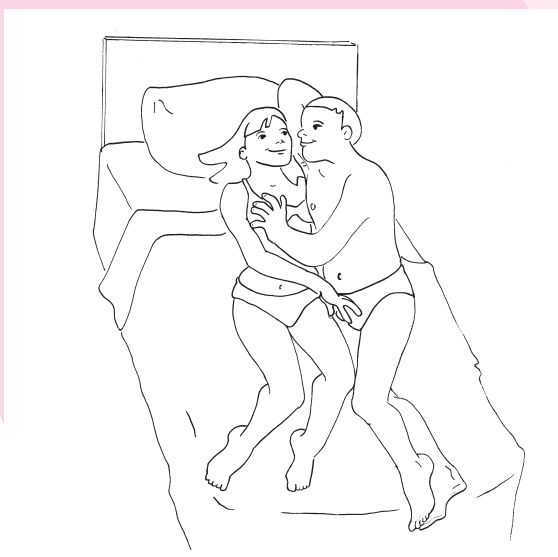
What has happened?

Why have they stopped kissing?

Tim and Lucy: Want to have sex

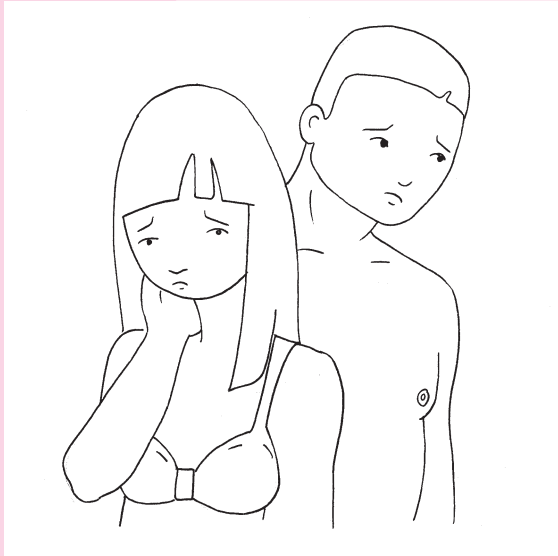


- Where are Tim and Lucy?
- Are they alone?
- What are they doing?
- Are they happy?



- What do Tim and Lucy do when they start to feel sexy? (kissing, touch, take clothes off, touch private parts).
- What will happen to Tim's penis?
- What will happen to their breathing?
- What do they say before touching private parts? (Consent)
- What might they say to each other?

Tim and Lucy



- Tim and Lucy want to have intercourse (make love, have sex)
- What does Tim need to put on his penis before they have intercourse?
- Why do they look sad?
- What should they do if they haven't got a condom?
- What should Lucy say if Tim asks her to have intercourse without a condom?



- What has happened?
- Is this good or bad?
- How do they feel?
- What will they have to remember next time they want to have intercourse?



session 12

aim:

To explore Testicular and Breast Care
(What's healthy and what's unhealthy and what
to do if you find something that is unhealthy?)

session



Content:

- **Opening song and greetings**

In single sex groups explore testicular and breast examination models.

Examine and feel the models-all have a turn at feeling, and talk through with the self examination flipcharts and 'Keep yourself healthy' booklets. (Explain all lumps are different.)

Watch Jason and Kylie video clips on examination. Note however Kylie breast examination scene appears incomplete.

- **Look at the examination pictures and questions**

- **Feedback form completion**

- **Have an Award Ceremony**

Take photos of children and young people receiving certificates

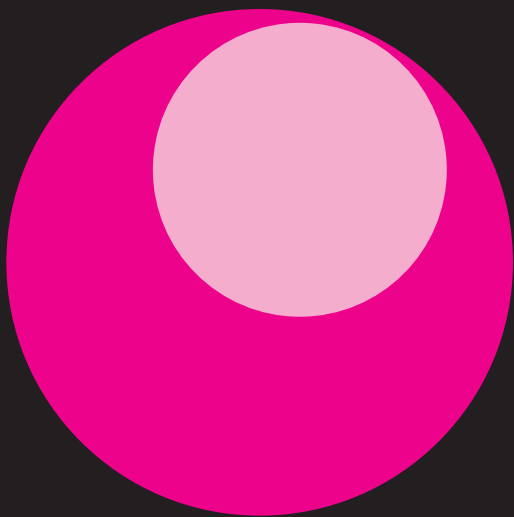
- **Goodbye song**

Resources:

- ☐ Tape/CD player
- ☐ Let's Talk
About Sex,
Salt 'n' Pepa tape/CD
- ☐ TV/Video
- ☐ "Keep yourself
healthy" -breasts
and testicles
leaflets
- ☐ Testicular and
breast self
examination
pictures
- ☐ Certificates of
Achievement
- ☐ Digital camera
- ☐ "Jason" and "Kylie"
videos-wind to clips
on examination
- ☐ Signs and symbols
(see resources 12)

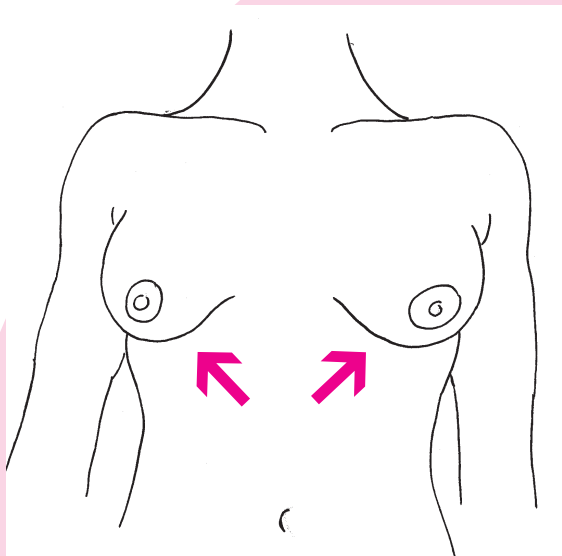
Homework:

Parents/Carers to go through “Keep yourself healthy” leaflets.

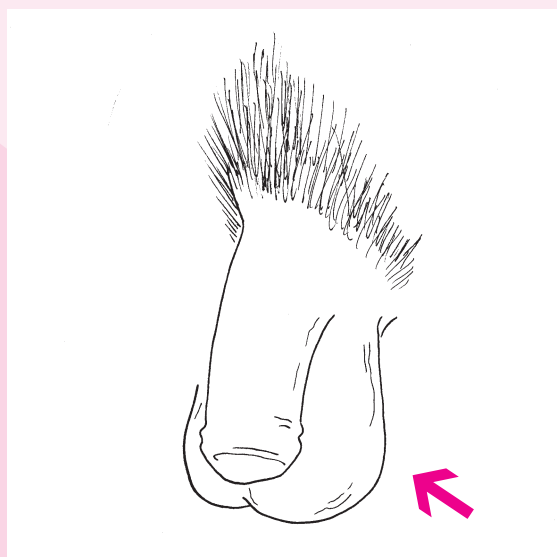


session 12

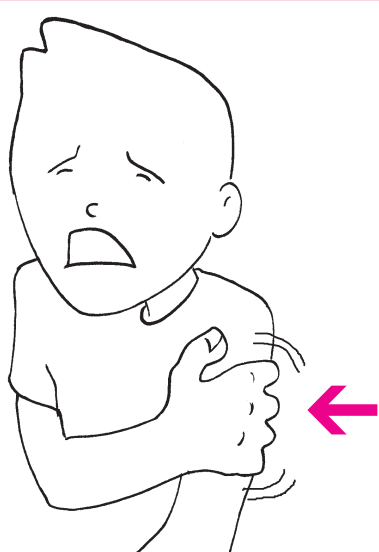
resources



breasts

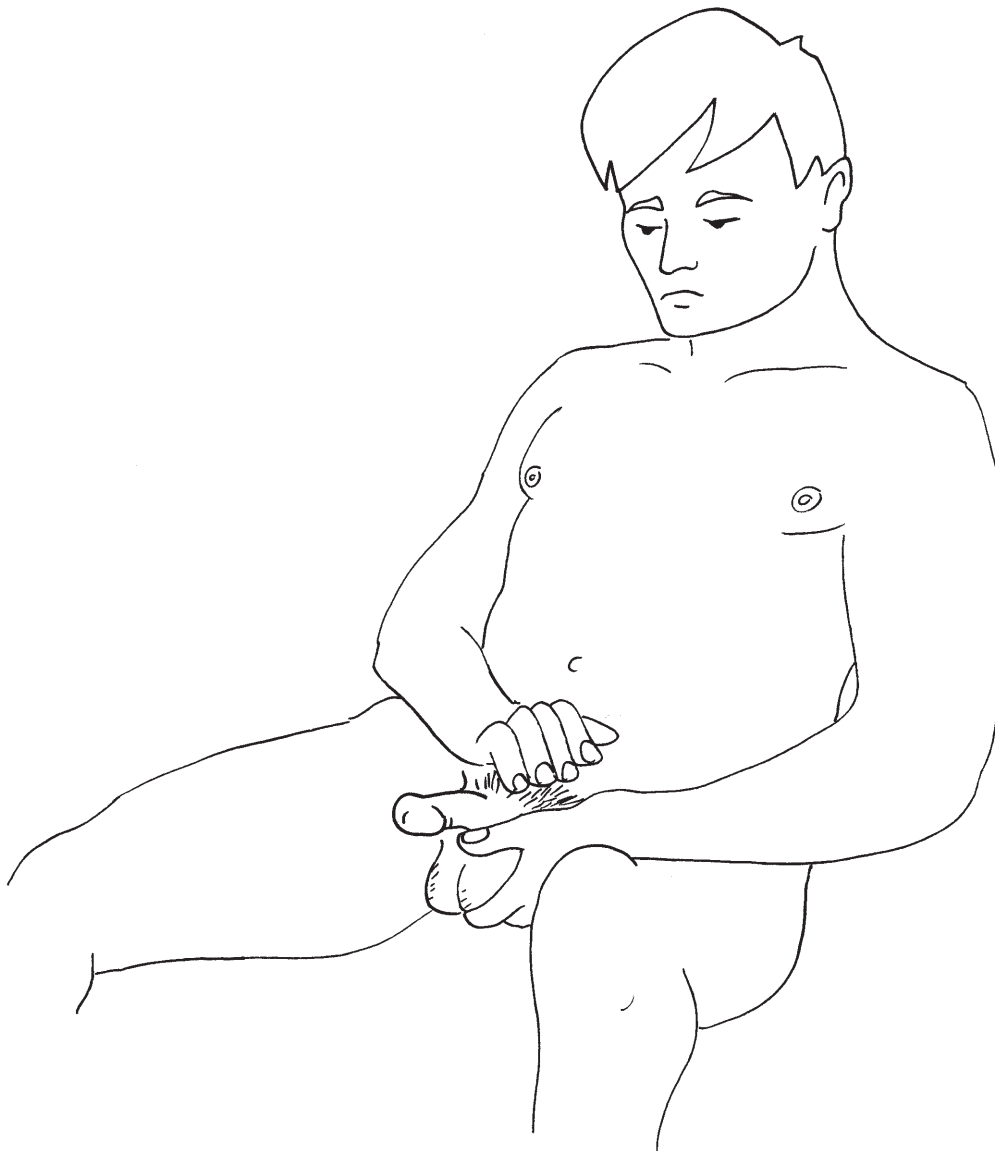


testicles



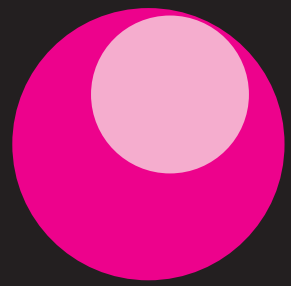
pain

What is the man doing?
Where is he? (public /private)
What is he feeling for?
Does it hurt?
What should he do if he is worried?
Who should he tell?



What is the lady doing?
Where is she?
What is she feeling for?
Does it hurt?
What should she do if she is worried?
Who should she tell?





Evaluation:

Student learning can be evaluated by repeating the baseline assessments (see session 4) at the end of the course and comparing answers with original documents.

Puberty & Sexuality

for Children and Young People
with a Learning Disability

The Children's Learning Disability Nursing Team, Leeds
January 2009



Winner of Nursing
Times Sexual Health
category 2006