Puberty & Sexuality

for Children and Young People
with a Learning Disability

(A supporting document for National Curriculum objectives)

The Children’s Learning
Disability Nursing Team, Leeds
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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

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Contributors to the pack over the years include:

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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!
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)


Lothian PCT (2003) How to have a wet shave / How to have a dry shave. 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


- Do 2 Learn (2008) [www.do2learn.com](http://www.do2learn.com)


aim:
To develop knowledge of self
To develop the idea of group membership

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.
resources
Puberty & Sexuality

resources

female

male

good/like

bad/dislike
aim:
To develop an understanding of our life-cycle

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.
resources
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

Puberty & Sexuality
Feedback from students:

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

✓ Yes

X No

? Don’t know
aim:
To complete the baseline assessments
To develop skills for effective hand washing

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

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

Your comments
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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
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..........................................................................................................................................
..........................................................................................................................................

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

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