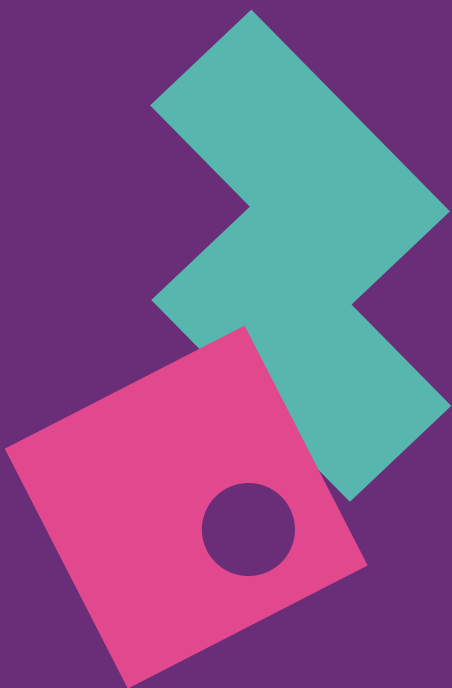


SEXUAL EXPRESSION

A relationships and sex education (RSE) resource
for people with learning difficulties and disabilities



brook

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INTRODUCTION

This resource is an excerpt from Brook's 2010 resource *Living your Life*, which was produced with extensive support from David S Stewart and Sarah Bustard from Oak Field School and Sports College in Nottingham.

Living your Life was produced in collaboration with young people and adults with learning difficulties and disabilities, and staff working in education, health and social care settings. The 2019 revision of Sexual Expression was led by Brook experts in relationships and sex education.

"We have chosen to relaunch this Sexual Expression resource because all young people have an inalienable right to express their sexuality and experience fulfilling, nurturing and safe relationships. Young people with a learning disability can no longer be excluded from this.

"We know that outstanding relationships and sex education is vital to help young people understand the world around them and to make sense of their own and others' sexuality and sexual expression.

"Brook is committed to changing the narrative around sexuality, relationships and disability. We will fight tirelessly to ensure that all young people are supported to take control of their sexual wellbeing, enjoy healthy relationships and explore their identities"

Dougie Boyd, Head of Education, Brook

Mandatory RSE

From September 2020, relationships education will become mandatory in all primary schools in England, and relationships and sex education will be mandatory in all secondary schools.

This means that before 2020 schools must:

- *Implement mandatory RSE*
- *Develop a practical achievable action plan*
- *Develop an RSE policy*
- *Invest in the development of staff*
- *Embed RSE in the school culture and moral framework of the school*
- *Identify and overcome RSE-related legal, social, cultural, religious & moral challenges*

How can Brook help?

Brook can help you to prepare through RSE workshops, professionals training, Brook Quality (kite mark of quality assurance), targeted support and our free online resources. Email training@brook.org.uk for details.

The following advice from the original and current authors of *Living your Life* is intended to help prepare teachers to begin their work.

RSE policy

Does your school/ establishment have an existing policy document relating to RSE? If such a document exists it can give a helpful context to planning and structure, and you will need to be familiar with it. Additionally it should offer guidelines for the steps you need to take before you begin using the resource (such as speaking to parents and carers).

Who will teach?

One of the most important considerations is that the designated teacher feels comfortable with the subject area and with the language. It is very important that teachers are self-aware and aware of their relative power to influence students. Information must be presented in a balanced and non-judgemental way encouraging students to develop their own values.

INTRODUCTION (CONTINUED)

Setting ground rules

Before RSE sessions begin, it's really beneficial to set some ground rules in order to create a safe, confidential and non-judgemental learning environment. These are relevant to the facilitator and the young people, and could include:

- Being respectful of cultural and religious backgrounds
- Being mindful of young people's comfort levels
- Allowing time for breaks and time out
- Being aware that some conversations might be triggering
- Being aware of professional boundaries
- Not sharing personal comments, experiences or stories

Structure of your course

How much time will be allocated to the RSE and personal development programme? Will it be taught in a block, or be part of an annual programme? How frequent will the sessions be? How long should each session last? Circumstances in individual settings will differ and so too will the needs of students.

From past experience many groups found that sessions of an hour or an hour and a half allowed reasonable time for discussion and a range of activities. Some groups extended classwork by going on visits, for example to the local sexual health clinic, such as Brook.

This resource is not designed to be delivered in one session and should be revisited.

Status of RSE

It is important that the time set aside for RSE is protected; that it is not seen as time to be encroached upon as other circumstances dictate.

Different weight may be given to RSE depending upon the type of establishment and, for some, it may not be perceived as a priority. A regular, timetabled commitment establishes RSE as one of value and worth and signals this to students, their parents or carers and colleagues.

Group structure

Will students remain in existing groups or will a new group or groups be created? If a new group is created, what will be the criteria for student selection? For example, this might be a matter of student personal choice, or students might be grouped according to interest or existing understanding of sex and relationships. Try to avoid having a group made up of young people who have been selected only because they are judged to be in difficulties with their sexual behaviour. Individual crisis-oriented work is better done in counselling which can respond to individual need. Brook would always advocate for RSE to be inclusive rather than separating groups dependent on their sex.

Parental involvement

RSE always works best when it is approached holistically with support and involvement from parents/carers, peers and the wider community.

Here are a number of ways to involve parents/carers in the implementation of RSE:

- Setting up a series of parent workshops
- Holding a parents' evening to look at teaching resources
- Inviting parents to rank topics in order of perceived importance via a questionnaire
- Producing booklets for parents

You can find a template email to parents/carers in this resource.

INTRODUCTION (CONTINUED)

The teaching strategies suggested are:

Wordshower the group contribute all the words and phrases/signs and pictures that they can think of relating to a particular topic, to be written on a flipchart. This is a non-threatening exercise encouraging participation, where all contributions are equally valued and no idea is 'silly' or 'wrong'. This could be further supported by photographs to prompt visual connections.

Discussion which increases listening skills, promotes turn taking, self-expression and respect for others.

Roleplay where fruitful cross-curricular links can be made with students' ongoing drama work. Roleplay may be particularly difficult for some students who may (a) find it difficult to put themselves in the place of others and (b) find it hard to de-role. Roleplay may need to be kept very simple but should be encouraged as it *"provides valuable opportunities to take on the role of others, act out emotions and events and learn social language skills that accompany these activities"*. (MacCann and Roberts, 1995).

Storyboards or visual maps can help students to express and visualise the movement between present and future events.

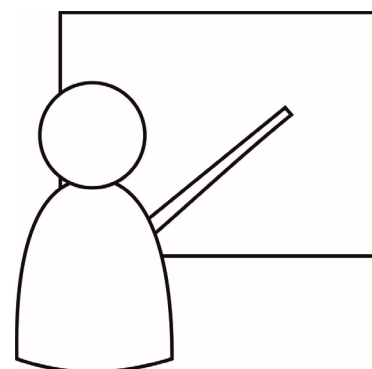
Evaluation

To get young people's feedback we have included a personal record sheet that can be photocopied and used after each topic to record comments. To help students review their work over time, we suggest that they each have their own file or folder so that they can build up a record of topics covered. [This easyread guide from Mencap](#) should be included in the folder along with our topic specific key messages.

This should not be shown to anyone else unless the young person chooses to do so.

Disclosures

By providing information, time for discussion and a safe and supportive environment, it is important to be aware that RSE can prompt disclosures. It is vital that teachers are aware of establishment policies for dealing with this and have thought clearly about the procedures before beginning to use this teaching resource.



TRAINING AND SUPPORTING RESOURCES

Talking about sex, relationships and sexual health with any young person can be daunting. When the person you are talking to has a learning disability, it can be even more complex, but remains just as important to ensure they understand their bodies, health and relationships.

Brook offers half day and full day training courses to support professionals delivering RSE to young people with learning disabilities.

Email: training@brook.org.uk for details

Brook Sexual Behaviours Traffic Light Tool

supports professionals to identify behaviours which may present concerns about the safety and healthy development of a child or young person, and may require a specific response, intervention or action.

Brook Learn is a free online learning platform for professionals delivering RSE. The courses are not specific to young people with learning disabilities, however, they offer practical advice to help build knowledge, skills and confidence and allow professionals to explore their own attitudes. Each course includes downloadable activities. Current courses include:

How to deliver RSE
Consent
Pleasure
Contraception
Relationships
Puberty

Register for free: learn.brook.org.uk

Brook website

Brook has extensive information and advice for young people on its website which may be useful for professionals ahead of delivering RSE sessions.

brook.org.uk

Contraception animations

Brook's free to access animations are an excellent teaching resource, clearly demonstrating how the various methods of contraception work.

Available at [BrookCharity YouTube](https://www.brook.org.uk/youth/contraception/contraception-animations)

Handouts

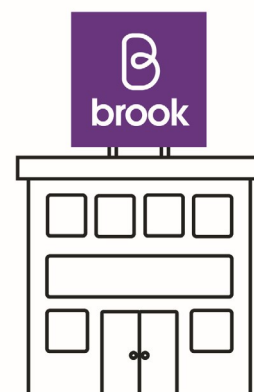
Brook has a number of lesson handouts and other free resources for professionals available on its website, including:

Puberty
Contraception
Condoms
LGBT+
Periods
Sexually Transmitted Infections

Download for free: brook.org.uk/resources

This easyread guide from Mencap on sexuality and relationships can be kept in young people's personal folder, along with the key messages and signposting in this resource

Read Brook's position paper on sexuality, relationships and learning disability



UNIT ONE: PERSONAL ATTRACTION

Objectives

- To help young people recognise the subjective nature of attraction and attractiveness, i.e. different individuals are attracted to different looks, genders, styles, personalities, images etc.
- To help young people be aware of stereotypes and how these influence our attitudes and behaviour towards others.
- To make young people aware that each of them has characteristics which others see as attractive.
- To consider appropriate and inappropriate reactions to personal attraction.

Information

This unit includes exercises and activities to encourage young people to identify looks, styles, personality traits and other characteristics that they find attractive. It's worth remembering that some young people may be attracted to non-conventional images or objects and as long as the attraction and expression of it falls within legal and healthy parameters, this should not be viewed as problematic. Young people may also identify as asexual or aromantic and not experience any romantic or sexual attraction.

Young people should experiment with images and self-presentation, and explore the part played by physical and personal qualities. Questions to consider:

- How do people behave when they want to appear attractive to someone?
- Do they always work?
- Where do they get these ideas from?
- Can there be problems with this behaviour?

Teachers may wish to link work on stereotypes of attractiveness to an exploration of prejudice about disability.

Young people should consider their own personal attractiveness and self-esteem, and be encouraged to consider personal characteristics such as sense of humour as well as physical features.

Young people should consider appropriate behaviour towards someone they find attractive. It is important to recognise that personal attraction will not always be mutual.

UNIT ONE: PERSONAL ATTRACTION

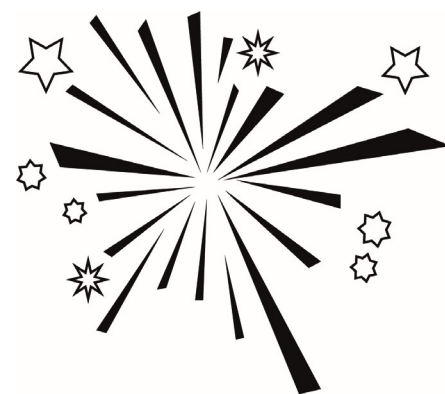
Suggested teaching activities

- Icebreaker - ask young people to choose their three favourite things from a selection of objects/ images and ask them to share which ones they've chosen – this is like attraction, everyone will be interested and attracted to different things. It's perfectly normal!
- Ask young people to draw or write down what qualities they look for in a relationship – romantic, friend, family, professional.
- Ask young people to pick out pictures from magazines/internet – photographs of 'real' people and not just celebrities – video clips and so on of people they find attractive. Ask for reasons behind the choices. Does everyone agree? Highlight points of agreement and difference.
- Give these people names and develop stories around them – lifestyle, likes, dislikes, hobbies, family and so on. Explore how we infer such information – from clothes, facial expressions, chosen physical features. Explore stereotypes and why inferring such information can be problematic.
- If appropriate, widen into a discussion about prejudices against people who are not seen as physically attractive. Is it only attractive people who have friends or partners?
- Discuss – 'How should we behave when we find someone personally attractive?' e.g. we need to ensure our behaviour is respectful, appropriate and within the law.
- Experiment with various clothes – casual, smart, scruffy, trendy – and different make-up, hairstyles and wigs. Young people choose an outfit and a new 'image' and try this on. How do they look to themselves and to others? 'Hotseat' and interview young people in their chosen outfits and new identity: 'Who are you?' 'What do you like doing?' and so on.
- Do a group round in which each group member hears from other group members what they like about that person.
- Revise/reinforce (if appropriate) the need to have reasonable standards of personal hygiene if other people are to see you as attractive

UNIT ONE: PERSONAL ATTRACTION

Evaluation

- Can young people talk about/indicate personal and physical characteristics that they find attractive?
- Do young people know about consent and harassment (including the law and moral issues of being appropriate in communicating that you are attracted to someone). See Brook's website for useful information about [consent](#) or register for free for our online [Brook Learn consent course](#).
- Do young people appreciate that different individuals have different tastes, and have an understanding of different sexualities and genders?
- Do young people demonstrate an understanding – verbally or through actions (e.g. in roleplay) – of stereotypes/features associated with different styles and looks?
- Provide young people with a key messages sheet, including signposting services, that they can keep in an RSE folder and refer back to.
- The session should be ended by asking each participant for two things they liked about the session, two things they would change, and what would they like to learn about next time.



KEY MESSAGES: PERSONAL ATTRACTION

- Everyone is attracted to different things
- Just because someone is attracted to you doesn't mean you have to be attracted to them
- Just because you are attracted to someone doesn't mean they are attracted to you
- Never judge someone based on how they look

UNIT TWO: SEXUAL EXPRESSION AND CONSENT

Objectives

- To consider the various ways in which individuals may express themselves sexually.
- To consider who it is possible to develop a sexual relationship with.
- To make young people aware of different attitudes that may exist concerning sexual expression.
- To make young people aware that all types of sex should be pleasurable (enjoyable) for everyone involved.
- To emphasise that sexual behaviour which involves touching parts of the body which are generally regarded as private should not take place in public.
- To remind young people of the law as it relates to sexual expression, particularly the age of consent.
- To know that it is okay to not be in a sexual relationship, it is a choice.

Information

In this unit young people should be helped to identify a range of different types of sexual expression. It is vital to include the following points:

- Sometimes the term private is used to describe being by yourself. In this unit around relationships it refers to privacy shared with another person. This should be discussed in a manner that is easy to understand.
- When discussing relationships and sex we are not just talking about relationships between men and women, there are many sexual orientations and gender identities. Young people will have varying views on this. It is important to be aware of the law and that everyone has the right to sexual expression no matter of gender or sexual orientation.

Consent

Consent should be central to all discussions with young people. Young people should be aware that everyone has different boundaries. It is important that they are as aware as they can be of their own boundaries and how they can communicate it to their partner(s). This is important in sexual and non-sexual circumstances but we should be clear that this is relevant to any type of sex.

UNIT TWO: SEXUAL EXPRESSION AND CONSENT

- Explain that you can always ask people if they are enjoying themselves, and look out for body language such as smiling. If you are unsure whether someone is enjoying themselves then you should stop and ask
- If you are not sure, or if someone says no, then always stop
- Explain that everyone has a right to say 'no' at any time and just because you have consented to one type of sex, or sexual activity does not mean that you have consented to others

Consent and the law

- The age of consent to any form of sexual activity is 16 for both men and women. The age of consent is the same regardless of the gender or sexual orientation of a person and whether the sexual activity is between people of the same or different gender.
- In England and Wales it is an offence for anyone to have any sexual activity with a person under the age of 16. However, Home Office guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and where they are of a similar age.
- It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a teacher or social worker) as such sexual activity is an abuse of the position of trust.

Register for [Brook's free online consent course](#) for a comprehensive understanding of the topic, and visit Brook's website: brook.org.uk

Suggested teaching activities:

- Ensure young people know what a sexual relationship is, for example wordshower how it differs from a relationship with a friend/family member.
- Work in small groups and consider and order the physical stages of relationship e.g. holding hands, hugging, snogging etc.
- Discuss intimacy and sensuality in a non-sexual way. Ask young people to think of examples of non-sexual touch and other forms of intimacy
- Discuss which people it is possible or not possible to have a sexual relationship with e.g. children (age of consent), teachers, family members.

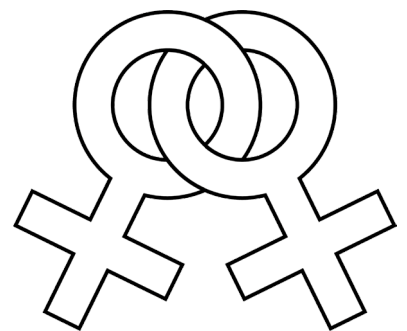
UNIT TWO: SEXUAL EXPRESSION AND CONSENT

- Wordshower/ discuss why people have sex. E.g. pleasure, intimacy, to have children, pressure from friends, pressure from partner. You can discuss which reasons are positive/ negative.
- Explore consent (agreeing/ not agreeing) through roleplay. Begin with easier everyday situations such as wanting/not wanting to go swimming with a friend, and work up to harder situations such as negotiating condom use in a sexual relationship. Roleplay could be digitally recorded and used as a prompt for discussion. (More work should be done around consent e.g. that there are many ways to communicate consent including non verbal)
- Refer to recent situations in TV, soap operas, celebrity relationships and reality TV as a prompt for discussion.
- Wordshower – ‘Where can you have sex?’ Order suggestions from most to least appropriate, stressing that it should be private, within the law and not causing offence to others.
- Use illustrations to consider different types of sexual expression with a partner and where/when they might be appropriate or inappropriate.
- Discuss/ draw/ create storyboards/ comic strips ways someone can show they are enjoying sex and ways someone isn't. e.g. verbal, non verbal.
- Discuss what other people might say/think about your sexual expression in public or in private.
- Devise a quiz for young people regarding the law and the age of consent etc.

UNIT TWO: SEXUAL EXPRESSION AND CONSENT

Evaluation

- Can young people identify reasons why people have sex?
- Are young people aware of the legal framework regarding age and consent?
- Do young people have an understanding of the factors affecting who it is possible to have a sexual relationship with, e.g. age of consent, the law, professional codes?
- Are young people able to recognise that sexual expression takes place in a private setting?
- Are young people able to understand that sex should always be pleasurable?
- Can young people demonstrate negotiation skills within roleplay situations? Do they understand they have the ability to say no or express they would like something to stop?
- Can young people identify key indicators for when someone else is not consenting and know that sex should stop?
- Provide young people with a key messages sheet, including signposting services, that they can keep in an RSE folder and refer back to.
- The session should end by asking each participant for two things they liked about the session, two things they would change, and what would they like to learn about next time.



KEY MESSAGES: SEXUAL EXPRESSION / CONSENT

- The age of consent is 16 for everyone
- No one should force you to have sex and if they do it is against the law
- If anyone forces or pressures you to do something you don't want to do then speak to someone you trust
- Always ask if someone wants to kiss, touch or have sex
- Before you have sex you should think about contraception, communication and a private, safe space

UNIT THREE: SEXUAL RELATIONSHIPS

Objectives

- To explain sex as a pleasurable activity
- To discuss the context of sex in a relationship
- To make young people aware of the vocabulary relating to sex
- To explain some of the common physical difficulties that can occur.
- To discuss some of the possible risks associated with sex

Information

Some young people may have particular difficulty conceptualising events that occur internally and are therefore not usually visible.

Young people may need a simple explanation of different types of sex and the process - for example before people have sex they usually take off all of their clothes. People often kiss and touch each other, which can make them excited.

When people get excited the penis gets bigger and harder, and the vagina becomes moist. If a man and a woman are having penetrative sex, one way is for the woman to lie on her back with her legs apart, and the man to lie on top of her. Usually they continue to kiss one another and to touch each other's bodies. The man then gently slips his penis into the woman's vagina, and moves it in and out. This gives pleasure to them both.

It is not only men and women who have sex with each other. Men can have sex with men, and women can have sex with women.

There are many different ways that people choose to have sex. Because we are all so different from each other, we all like different things when it comes to sex, just like everything else. The important thing is that everyone is comfortable and happy when having sex.

Discussion may include:

- Everyone to agree to the sex you are planning on having (consent).
- Touch for pleasure.
- Kissing.
- Cuddling.
- Erogenous zones.
- Mutual masturbation.
- Oral sex.
- Sexual intercourse (vaginal or anal).
- Sexual aids such as sex toys. (Remember it is illegal to buy sex toys under the age of 18)

UNIT THREE: SEXUAL RELATIONSHIPS

Pleasure and orgasms

An orgasm is a peak in sexual excitement following a period of sexual stimulation. Just like sex, orgasms are different for everyone but the feeling is often described as an overwhelming sense of wellbeing or happiness.

When a man has an orgasm, often a small amount of white liquid will come from the penis. This is called semen. This is not the same liquid as urine.

The clitoris is the main source of pleasure for women. Many women cannot orgasm through vaginal penetration alone. Most need some kind of stimulation of the clitoris.

See more about orgasms on [Brook's website](#)

Sex should not hurt. If it is the first time a woman has sexual intercourse there may be a little bit of pain and bleeding; this is normal but if it happens regularly she might need to visit a sexual health clinic or GP. We can check that our partner is not in any pain by asking them if they are okay. If we are in pain we can say "stop". We should always stop having sex if it hurts or we are not enjoying it.

Some people choose to have sex while they are on their period. It's important to reinforce that protection (such as condoms) is still needed. Some people choose not to have sex when on their period and this is perfectly okay too.

The context of sex:

- Trusting relationship (although in reality this may not be the case)
- Privacy (Be aware that because of lack of opportunity, people may engage in sexual expression in a more public arena which can lead to legal consequences)
- Safer sex - consent and contraception. [Use Brook's contraception handout](#)
- Explain possibility of planned or unplanned pregnancy
- Explain risk of sexually transmitted infections (STIs). [You can use Brook's STI handout](#)
- Remember that condoms are the only method of contraception to protect against both STIs and unplanned pregnancy
- Use [Brook's contraception animations](#) to demonstrate all methods of contraception
- Use Easy on the I images such as [these condom ones](#)

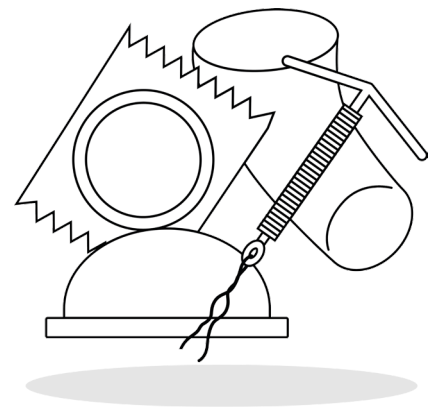
UNIT THREE: SEXUAL RELATIONSHIPS

Some common physical difficulties include:

- Not allowing sufficient time for foreplay; this may mean that the vagina may not be sufficiently lubricated to prevent soreness or pain on penetration. Not allowing time for foreplay could also mean that the penis does not become erect enough to penetrate.
- Penis size – if the penis is big, partners must allow sufficient time for foreplay. It is important to recognise that there are many types of sexual expression and penetrative intercourse is just one of them; for many people it is not the most important.
- Premature ejaculation.
- Inability to ejaculate – this may be linked to the use of medication.
- Depending on physical disabilities some people may find it difficult to engage in penetrative sex.

Vocabulary relating to sexual intercourse

- Young people may need some revision of the body parts that may be involved in sexual activity
You can use the image cards in this resource
- What words, phrases or signs do young people already know?
- Do they understand the 'codes' of phrases such as 'sleeping together'? Some young people may need additional support to help them move beyond the literal interpretation of these ambiguous phrases.
- How do these words/ phrases make them feel?
- Acceptable words/ slang words.



UNIT THREE: SEXUAL RELATIONSHIPS

Suggested teaching activities

- Use Brook Types of Sex activity to support a discussion around different types of sexual expression with a partner.
- List words/ phrases that relate to sex. Discuss how these words make young people feel. Discuss the acceptability of each word/phrase.
- Whose help could be sought if there were physical difficulties?
- A discussion with the class around the fact that sex can be part of a relationship as well as just for pleasure.
- Discuss the common physical difficulties highlighted earlier in the unit. Can young people think of others?
- Provide young people with a quiz (could include pictures) to remind them of issues such as age of consent, safer sex, sexually transmitted infections, types of sex etc.
- You can get sexual health props, such as condoms and demonstrators, different types of contraception props, [these animations from Brook](#). You can show virtual tours of clinics, such as this [Brook and CAMISH one](#).
- Discuss how to make sex safer within relationships and the implications and possible outcomes of unsafe sex. It may be appropriate to visit a sexual health clinic to explore where to go for help, advice and protection. You can use [Brook's Find a Service Tool](#) for local information.

Evaluation

- Can young people identify that there are many different types of sex?
 - Are young people aware of the private nature of sex?
 - Do young people have an understanding of contraception and how to prevent unplanned pregnancy and STIs?
 - Provide young people with a key messages sheet, including signposting services, that they can keep in an RSE folder and refer back to
 - The session should end by asking each participant for two things they liked about the session, two things they would change, and what would they like to learn about next time
-

KEY MESSAGES: SEXUAL RELATIONSHIPS

- There are lots of different ways to have sex
- Sex should always be fun
- Sex should not hurt
- The age of consent is 16
- Contraception means you are less likely to get pregnant
- There are lots of methods of contraception to choose from
- Condoms are the only method of contraception to protect against STIs and unplanned pregnancy

UNIT FOUR: SAME SEX RELATIONSHIPS

Objectives

- To encourage respect for individual choices.
- To explore with young people the nature of same sex relationships.
- To challenge stereotypes and prejudices.
- To enable young people to be open and honest about their feelings.
- To explore the history and current laws around same sex relationships.
- To alleviate personal anxieties about sexual orientation.
- To enable young people to seek advice/talk to others e.g. parents, support groups etc.

Information

Teachers need to be aware that there may be young people in the group who have experience of same sex relationships, or have questions about their sexual orientation. Others will be interested in information about other people's lives. Whilst some may require more expert support, there is clearly a responsibility to address such issues in a sensitive manner.

Lots of people have same sex relationships. Many of them will identify with a label of sexual orientation other than 'heterosexual', such as lesbian, gay, bisexual, pansexual, etc. but some will not, and may not want to label their sexuality. It is important that everyone feels able to explore who they are attracted to, regardless of their gender. You can refer to [Brook's LGBT ABC handout](#).

Unfortunately, some people in the world act in a way that is considered 'homophobic'. This means that they harass, or discriminate against people because of their sexuality, or who they are attracted to. In the UK, this behaviour is against the law and the authorities take homophobic hate crimes very seriously. Although it is incredibly upsetting for people to experience homophobic bullying, harassment and discrimination, they should be supported to feel able to continue expressing themselves, despite this.

UNIT FOUR: SAME SEX RELATIONSHIPS

This unit should include:

- An exploration with young people of their awareness/understanding of same sex relationships.
- A consideration of the terminology relating to same sex relationships and the feelings and prejudices some of these words may arouse.
- Discussion on respect for other people's choices, and having one's own choice.
- A reminder of the concept and importance of consent.
- A consideration of what maintains any sexual relationship and the need to respect partner(s).
- An exploration of the history and current laws around civil partnerships and same sex marriage.
- An examination of appropriate behaviour. How does society react? Behaviour such as men holding hands in public would be viewed in different ways in different cultures, but we have to prepare young people for this society.
- An exploration of the range of sexual activity. Use the types of sex activity in this resource.

Young people may ask what these activities involve:

Just as heterosexual relationships vary greatly so to do homosexual relationships. Some people are more sexually adventurous than others.

LGBT stands for lesbian, gay, bisexual and transgender. Both heterosexual and LGBT+ people can enjoy a wide range of sexual activities including kissing, cuddling, massage, mutual masturbation, oral sex, the use of sex toys, and penetration. Some people presume that sex between men will involve anal penetration but in fact many gay men never have anal sex.

It is important to point out that the use of condoms for safer sex is just as important for LGBT+ sex as it is for heterosexual sex.

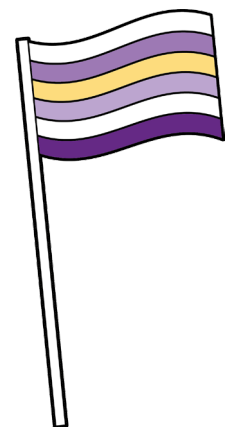
UNIT FOUR: SAME SEX RELATIONSHIPS

Suggested teaching activities

- Use pictures or slides to explore with young people their awareness/understanding of same sex relationships. The relationships cards in this resource are helpful
- Wordshower and discuss the terminology relating to same sex relationships – ‘gay’, ‘lesbian’, ‘queer’ etc.
- Discussion of name calling and homophobic bullying. What can we do if it happens to us?
- Widen to discussion on respect for other people’s choices and on personal assertiveness – do not be pressured into touch or activities that you do not want.
- Recap on the law with regard to sexual activities.
- Recap on work done in the previous units, stressing the need for privacy, mutual respect and consent.
- In discussion around safer sex emphasise the need for the use of a condom. Educators can refer to [Brook’s condom handout](#) and the importance of having regular sexual health checks

Evaluation

- Are young people aware of the existence of same sex relationships and of appropriate terms to describe such relationships?
- Do young people respect individual choices and differences?
- Are young people aware of the legal position with regard to same sex behaviour and of the differences between ‘public’ and ‘private’?
- Provide young people with a key messages sheet, including signposting services, that they can keep in an RSE folder and refer back to.
- The session should end by asking each participant for two things they liked about the session, two things they would change, and what would they like to learn about next time.



KEY MESSAGES: SAME SEX RELATIONSHIPS

- Everyone is different and likes different things sexually
- Anyone can enjoy any type of sex - it doesn't matter what their sexual orientation or gender is
- The age of consent is 16 for everyone
- Condoms are important for any type of sex

UNIT FIVE: MASTURBATION

Objectives

- To explore with young people a positive attitude towards masturbation.
- To emphasise that it is a private activity, whether it takes place alone or with a partner.
- To explore with young people that arousal is a physiological reaction and may be caused by other stimuli.

Disclosure

Masturbation is often seen as a taboo subject, and in particular there is often more stigma around female masturbation than male.

The teacher needs to feel comfortable about approaching the subject and about the slang words young people may use. Masturbation may be the only form of sexual expression open to many young people, due to a variety of circumstances. It is therefore important that young people have an enjoyable and safe experience of masturbation.

Information

- Young people should be helped to understand why they feel aroused. Discuss that these feelings can occur in many ways, not just by having sex with a partner. For example, an erection may be the result of tight clothing or the motion of a vehicle if they are on the bus.
- We can give ourselves pleasure by touching, rubbing or stroking the areas of our body that make us feel aroused, and this is called masturbation. There may also be a need for discussion about the stimuli for masturbation, for example fantasy, magazines, television, films (see the section on Pornography/sexually explicit media in this resource).
- Be aware that young people with Autistic Spectrum Disorders may become aroused by non-conventional images or objects. To prevent self-injury, young people should be discouraged from using objects to masturbate with, unless the object was designed for this purpose.
- A woman usually masturbates by touching or stroking the area around her vagina (called the vulva) or clitoris with her hand or fingers until she reaches a climax of intense physical pleasure. This is called an orgasm. There are other ways of stimulation and it may be that educators will need to talk about vibrators and also the risks involved in using objects to aid stimulation. It's important to remember that it is illegal to buy sex toys under the age of 18.

UNIT FIVE: MASTURBATION

- Women experience orgasms in different ways at different times. They may climax once, or several times if stimulation is maintained. Some women, once they are sexually aroused, can have an orgasm from touching other parts of the body such as breasts, nipples or earlobes.
- A man usually masturbates by rubbing his penis with his hand (though there are other ways of physical stimulation). The penis becomes hard and erect. If he continues to rub it he will usually have an orgasm – a feeling of intense physical pleasure – and ejaculate. He may also stimulate other erogenous zones whilst masturbating, for example nipples, inside of thighs and testicles.
- It may be helpful to talk about management of an erection which happens at an inappropriate time and place, for example putting a jacket over the lap, or going to the toilet to adjust yourself, calm down, or wait until it goes away.
- Young people may wish to discuss the frequency of masturbation. Some young people may feel the need to masturbate once a week or less often; others may like to masturbate once or more times each day. Everyone is different.
- Explain that anyone can use lubrication when masturbating and this is a great way to avoid self-injury or discomfort, especially if masturbation is frequent
- If the penis has been circumcised (the foreskin has been removed) then lubrication is particularly important to avoid discomfort
- If the foreskin has not been removed then lubrication can help to prevent the tearing of the skin that connects the foreskin to the shaft of the penis (called the frenulum)
- Explain that it is perfectly natural and normal to masturbate. It can be a way to relax and get rid of sexual tension. There is no need to feel ashamed or guilty. The teacher may wish to discuss and dispel the myths surrounding masturbation (e.g. it will not make you go blind!).
- Stress that masturbation does neither physical nor mental harm, and is healthy if performed correctly and in a private environment. It's important that young people understand how to masturbate correctly to avoid self-injury.
- It is also important to stress that some people choose not to masturbate, or do not feel the need to masturbate. This is perfectly alright too.
- It may be appropriate to discuss mutual masturbation with a sexual partner as a form of sexual expression.

UNIT FIVE: MASTURBATION

- Stress the fact that masturbation is a private activity. Discuss appropriate private places. There may be a need to talk about the consequences of inappropriate masturbation.
- It may be helpful to mention what young people do following masturbation – adjusting their clothing, washing their hands and any sex toys they have used, changing their underwear and bedding if necessary. With some young people it may be necessary to clarify that if ejaculation occurs whilst dressed, it is not acceptable to remove clothes and underwear in public.
- Using condoms when masturbating can help to prevent mess, this might be particularly useful for young people who do not like to get dirty

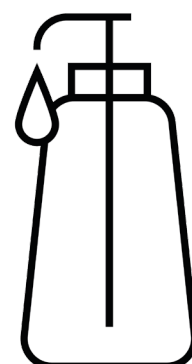
Suggested teaching activities

- Discuss what masturbation is, and about other names young people may use for this activity.
- Ask young people's views about we mean by appropriate and inappropriate masturbation.
- Identify private places in young people' environments where it would be appropriate to masturbate if they wanted to.
- Discuss why we sometimes feel sexually aroused – ask for examples of places where arousal might take place, for example swimming pool, school, youth club – and why. What do we do when we feel like this?
- Discuss individual choice, and why some people may choose not to masturbate.
- Look at and discuss the use of sex aids such as vibrators, and the dangers of using inappropriate objects that may be harmful. (Remember that it is illegal to buy sex toys under 18)
- Discuss mutual masturbation.
- Discuss what young people should do after they have masturbated to tidy up.

UNIT FIVE: MASTURBATION

Evaluation

- Can young people say or draw what the word 'masturbation' means?
- Can young people identify a private place where it would be appropriate to masturbate if they choose?
- Can young people say what they should do after they have masturbated?
- Provide young people with a key messages sheet, including signposting services, that they can keep in an RSE folder and refer back to.
- The session should end by asking each participant for two things they liked about the session, two things they would change, and what would they like to learn about next time.



KEY MESSAGES: MASTURBATION

- Masturbation is a choice
- Masturbation is healthy and nothing to be ashamed of
- Masturbation can teach you what you enjoy sexually
- Masturbation should happen in a private place whether it is alone or with a partner
- It is important to wash your genitals, hands and any sex toys after masturbation

UNIT SIX: WET DREAMS

Objectives

- To explain what a wet dream is.
- To reassure young people about the normality of wet dreams.

Information

Anyone can have a wet dream, but it is more apparent for people with a penis because there may be more liquid, but not always. Addressing wet dreams can open up a discussion about discharge and sexual pleasure more broadly.

Wet dreams are most common during the teenage years but could happen earlier and can carry on into adulthood.

Sometimes during sleep, the penis will become erect (hard) and semen comes out from the end of the penis. Also sometimes the vulva gets bigger and produces some fluid (this is not the same as urine and isn't the same as wetting yourself). Someone may have had a sexually exciting dream at the same time, but not always. People cannot choose whether or not to have a wet dream; they just happen. They are nothing to be ashamed or embarrassed about.

When someone notices they have had a wet dream they may find their pyjamas or sheets are sticky.

All they need to do is wash their genitals or have a bath or shower, and change the sheets or clothes. With some students it may be necessary to clarify that it is not acceptable to remove wet pyjamas in public. This needs to be done in a private space where you would usually get changed.

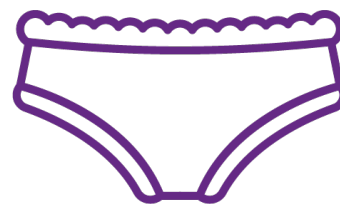
UNIT SIX: WET DREAMS

Suggested teaching activities

- Be aware that some students may interpret the concept of a 'wet dream' literally, as a dream about water, rain, swimming, etc. Care should be taken to clarify this and remind what semen is.
- Emphasis on normality, reassurance that this is not wetting the bed. Discussion on privacy.
- Discuss the need for personal hygiene e.g. washing the genitals.
- Video - [amaze.org](https://www.amaze.org.uk/resources/100-questions-and-answers-to-wet-dreams/) has a great video called [wet dreams](https://www.amaze.org.uk/resources/100-questions-and-answers-to-wet-dreams/).
- Could explain the process of a wet dream using a story board or comic strip.
- Could use social stories to explain the process of what to do after someone experiences a wet dream.

Evaluation

- Do students understand the difference between having a wet dream and wetting themselves?
- Do students understand that wet dreams are a normal, involuntary occurrence?
- Do students understand what to do after a wet dream happens?
- Provide young people with a key messages sheet, including signposting services, that they can keep in an RSE folder and refer back to.
- The session should end by asking each participant for two things they liked about the session, two things they would change, and what would they like to learn about next time.



KEY MESSAGES: WET DREAMS

- Anyone can have a wet dream
- Wet dreams are nothing to be ashamed of
- Wet dreams are not the same as discharge or wetting yourself
- It is important to wash your genitals, clothing and bedding after a wet dream

UNIT SEVEN: PORNOGRAPHY / EXPLICIT IMAGES

Objectives

- To help young people explore their feelings and attitudes towards pornography.
- To help young people to be critical about what they see in the media and recognise that there is diversity in bodies, relationships, sexual desires, gender and sexual identity.

Information

Pornography is explicit images or videos that show sexual activity or sexual organs. It is described as explicit because it is deliberately designed to make the viewer sexually excited or turned on.

An interest in pornography is often regarded an ordinary part of growing up and becoming sexually aware (this is regardless of gender or sexual orientation); this is the case for all young people including those with learning disabilities. It is important to note that not all young people will be interested in pornography but many will.

It is not illegal for a young person to watch pornography at this present moment (September 2019) but the Government is planning to implement an age verification law. It is illegal to show pornography to an under 18 (even if the person showing is under 18 themselves), it is illegal for an under 18 to buy pornography and it is illegal for there to be an explicit image or video of an under 18 (classed as an indecent image of a minor).

Some people may access pornography out of curiosity or to explore fantasy. It can be a good opportunity to explore sexual matters for yourself, without a partner and can be positive, pleasurable and useful for many people.

Pornography can, however, create some confusion and misinterpretation and many people can end up using the things they have seen in porn as a framework for how they should have sex. Using pornography as a form of sex education is a problem for many reasons. A lot of mainstream porn is not inclusive of all genders/sexual orientations/body types, and when it is, it's usually done in a way that fetishizes anything other than white, slim, cis-gendered, non-disabled bodies. The risk of this is that the viewer does not feel represented. Some may expect their partner to treat them in a certain way as a result of something they have seen in porn and consequently things like abuse and assault can become normalised.

UNIT SEVEN: PORNOGRAPHY / EXPLICIT IMAGES

Furthermore, there is often no visible use of contraception or acknowledgment of consent. Although we know these things will be present especially in 'professional' pornography created for profit that is regulated by laws, if a young person bases all their knowledge of sex purely on what they have learnt from pornography they may come away holding lots of assumptions and myths about sex. Therefore, any relationships and sex education needs to include a conversation about pornography in order to debunk myths about sex and relationships and about pornography itself.

Pornography is not new. Naked images or people engaging in sexual activity have been around for thousands of years, carved into cave walls, painted on ancient pottery and in magazines. However, today people can access pornography more easily than ever before. The internet means porn is more accessible, but it is also worth noting that explicit imagery takes shape in many different ways including sex scenes in mainstream films and adverts that are deliberately designed to make the viewer sexually excited or turned on.

Education in this area must acknowledge that people with learning disabilities have the same rights as any other person to access pornography. However it is also important to help students to recognise that some pornography gives a distorted view of sexuality and young people deserve relationships and sex education which includes a discussion about porn.

Young people with Autistic Spectrum Disorders may not be interested in more conventional images, but may become highly aroused by certain sensory experiences, or by images that are not conventionally considered to be erotic or pornographic.

Many young people find it difficult to separate fiction from reality when it comes to pornography, if this is particularly true for the young person/people you are working with then spending more time on this focusing on the differences between reality and fiction in non-porn related scenarios first may be beneficial.

This unit includes:

- Consideration of what goes on in peoples bodies when they engage with pornography.
 - Exploration of individual differences in attitudes.
 - Exploration of the notion that different beliefs are influenced by cultural, social and political factors.
 - Things that are legal and illegal in pornography.
 - The difference between sex in pornography and sex in the 'real world'
 - The positives and negatives of using pornography for individuals.
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UNIT SEVEN: PORNOGRAPHY / EXPLICIT IMAGES

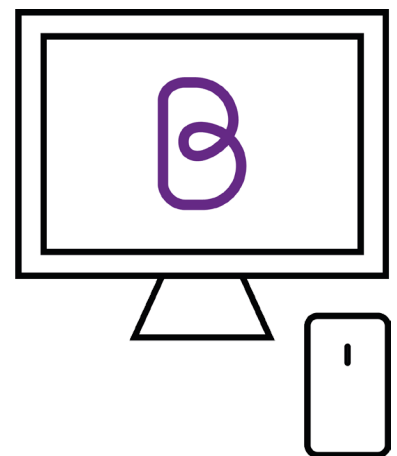
Suggested teaching activities

- Examine and explore media portrayals of gender, race, sexuality and disability by selecting images from recent adverts, TV and social media. Discuss the different images, feelings' and attitudes towards them.
- Explain what pornography is and discuss where people access pornography. Explain that the porn industry consists of production companies and actors which create porn to distribute for profit. Their practices and the type of porn they create are regulated by laws and regulations e.g. the actors must be over 18, be consenting to the sex they have, take regular STI check-ups and the scenes depicted must be legal. These scenes are highly staged and directed. Some porn is made by non-professionals, this is sometimes called amateur porn. Amateur pornography may show more diversity or more realistic sex, but the viewer may not know whether the actors are over 18 and consenting etc.
- Wordshower why people watch pornography, then split these into positive reasons and negative reasons.
- Discuss the laws around pornography, could check knowledge by asking if something is true or false.
- Compare what sex is like in pornography vs in real life. If this is a difficult concept, use non sexual examples e.g. Daniel Radcliffe is an actor who plays the character Harry Potter, think about the differences and similarities between those people. Then compare this to pornography and the fact that porn performers are also actors. Can use an analogy that the young person you are working with chooses e.g. their favourite actor.
- Discuss private and public behaviour in relation to looking at pornography.
- Discuss other sources of sexually explicit images, e.g. television, video, the Internet. Consider the ease with which it may be possible to access these sources, who has access, and what are the potential positives and what are the risks?

UNIT SEVEN: PORNOGRAPHY / EXPLICIT IMAGES

Evaluation

- Are young people aware of the positives and negatives of watching pornography?
- Are young people aware of a private space they can go to watch pornography and/ or masturbate?
- Do young people understand the difference between sex in porn and sex in real life?
- Do young people know who they can talk to if they see any pornography that makes them uncomfortable or confused?
- Can students express their own feelings and attitudes towards pornography?
- Do students respect the views of others when they differ from their own?
- Provide young people with a key messages sheet, including signposting services, that they can keep in an RSE folder and refer back to.
- The session should end by asking each participant for two things they liked about the session, two things they would change, and what would they like to learn about next time.



KEY MESSAGES: PORNOGRAPHY

- Sex in pornography is not the same as sex in real life
- The people we see in pornography are actors
- Watching pornography is a choice
- No one should ever pressure you to watch pornography
- You should never pressure anyone to watch pornography
- Watching pornography should always be done in private
- If pornography is making you feel bad you should talk to someone you trust

PERSONAL RECORD

Name:

Date:

Two things I liked about the session:



1:

2:

Two things I want to change about the session:



1:

2:

What I want to learn about next time:



Two trusted people I can talk to about sex and my body:

- 1.
- 2.

SIGNPOSTING

Mencap

Learning disability helpline

Telephone: 0808 808 1111

Email: helpline@mencap.org.uk

mencap.org.uk

Brook

Free sexual health services for under 25s

Online information & advice about sex and relationships

brook.org.uk

NSPCC

Help for children and young people

Telephone: 0800 1111

nspcc.org.uk

Samaritans helpline

Talk to someone about anything that is worrying you

Telephone: 116 123

samaritans.org

Stonewall

Help and advice for LGBT+ people

youngstonewall.org.uk/get-support

EXAMPLE LETTER TO PARENTS/CARERS

Brook School
Brook Street, Brook BR0 0K
Telephone: 0208 123 4567
Email: training@brook.org.uk
Web: www.brook.org.uk

Dear Parents/ Carers,

As part of our PSHE curriculum, young people will be participating in eight lessons on various relationships and sex education (RSE) topics.

These will begin on [insert date] and run for [insert duration]. The education is based on national guidance and all staff delivering the education have participated in training.

The lessons will cover the following topics:

- Lesson one: Personal attraction
- Lesson two: Development of a sexual relationship
- Lesson three: Sexual expression
- Lesson four: Pleasure and safer sex
- Lesson five: Same sex relationships
- Lesson six: Masturbation
- Lesson seven: Wet dreams
- Lesson eight: Pornography and explicit images

These topics have been chosen to support healthy development and allow young people to explore their identities and manage their personal wellbeing and happiness.

Research shows that young people who have had good RSE are less likely to have underage sex and when they do first have sex are more likely to use contraception.

By law you do have the option to withdraw your child from these lessons. We strongly believe that withdrawing a child undermines their right to access information which is important to their health and wellbeing.

If you have any queries about the content of the lessons, or the resources used please do not hesitate to contact me.

Yours sincerely,
Mrs. L. Brook

ACTIVITY: TYPES OF SEX

Introduction

The purpose of this activity is to introduce the topic of sexual activities to young people in an open, inclusive and non-judgemental way. To be able to deliver it, a facilitator needs to feel comfortable using sexual vocabulary and describing different kinds of sex.

This activity is designed to give young people the foundational knowledge that they can build on in future relationships and sex education (RSE) sessions.

The knowledge of different types of sex is essential in understanding other RSE topics such as STIs, contraception and consent. By using this broader description of sex we include all sexual orientations and gender expressions.

Young people's knowledge about this topic may vary. We have included additional information on gender and sexual orientation however it is important to use professional judgement to assess whether all information needs to be included. Our aim is for young people to understand the main message of types of sex.

Prior to engaging in this activity young people should already be familiar with names of body parts e.g. penis, vagina (vulva), genitals, anus. As well as an understanding of consent. You can use the body parts cards in this resource to support with naming body parts.

Before starting, set up ground rules that include:

- Respect
- Listening
- Being non-judgemental and not making any assumptions about someone's private life
- Being mindful of what you share*
- Reassurance that all words are accepted**
- Reassurance that all questions are valid
- Confidentiality
- Fun

*All these rules apply to facilitators as well. We discourage from sharing personal stories with young people especially when talking about sex and relationships.

**Young people may not know the medical vocabulary. If they describe sexual activities with slang words, give them a neutral equivalent, e.g. 'a blow job = performing oral sex on a penis'. Don't comment on the words they use or ask where they learnt them. If they say something that concerns you, talk to them individually after the session.

ACTIVITY: TYPES OF SEX

Activity step by step

1. Ask participants what they understand about sex and how they would define it. You can ask additional questions like 'how would you explain it to younger people?'

If a young person says sex happens between a man and a woman, it is an opportunity to ask about two men, two women or other genders.

Sexual orientation is someone's emotional, romantic and or/sexual attraction to other people. You may identify as heterosexual, gay/lesbian, bisexual, pansexual, asexual (if you are not into sex at all) and so on. To aid understanding you could use these images of people in different relationships.

If a young person says that sex is 'male and female characteristics', or 'being a man or a woman', a good response could be to explain the difference between sex and gender. Sex is decided at birth and most people are grouped into male or female based on how their genitals look. Gender refers to the way in which a person feels and thinks about themselves, and the way they dress, speak or move. This can be different to the 'sex' they were given at birth. In other words, you may feel female and have a penis, you may feel male and have a vulva or may feel like a mix of the two.

Gender is who you are, sexual orientation is who you like/love.

2. Ask participants why people have sex.

Their answers may include: to have babies, for pleasure, to make money, as stress relief, because of pressure. This is a good opportunity to talk about consent and explain the difference between sex and sexual assault or rape.

Sex: being consensual and wanted by everyone involved.

Rape and/or sexual assault: forced, pressured, illegal, not wanted.

This might be something you need to revisit in another session.

You can write all the answers down and then decide with a group if these reasons for having sex are positive, negative or neutral.

ACTIVITY: TYPES OF SEX

3. Ask participants what types of sex they have heard of.

Use the 'types of sex' cards and ask participants to match up the images with the definitions:

- Vaginal sex – putting a penis or sex toy into the vagina.
- Anal sex – putting a penis or sex toy into the anus.
- Oral sex – using your mouth or tongue on someone's genitals.
- Genital to genital contact – touching or rubbing of two people's genitals together.
- Mutual masturbation – touching or rubbing genitals against each other.
- Masturbation – Also called 'solo sex'. Touching or rubbing your genitals.
- Using or sharing sex toys – Sex toys are objects made for sexual pleasure. You can use them on yourself or with a partner

Sex means different things to different people. It is up to the person to define their first sexual experience (sexual debut). People may take part in any of these sexual activities regardless of their gender and sexual orientation. Whatever people choose to do, they should consider the risk of an unplanned pregnancy and sexually transmitted infections and how to prevent this.

4. Discussion points:

- What worries might young people have about first time sex?
- How can a person know when they are ready to have sex?
- What is good sex?
- How can you make these types of sex safer?
- What is safest type of sex? (There is no risk of STIs or unwanted pregnancy with solo sex - masturbation)

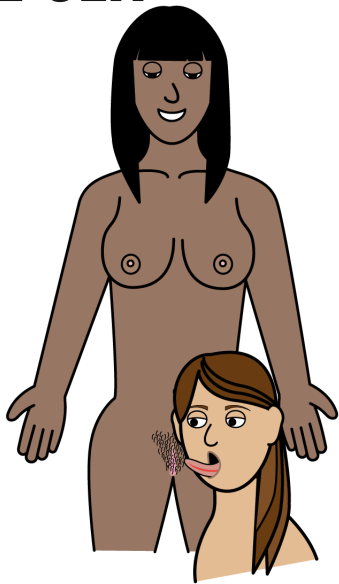
Key messages for professionals:

- To be able to give consent young people need to have the knowledge about different sexual activities.
- Sex means different things to different people. As long it is legal and consensual, we should not judge.
- Everyone has the right to enjoy sexual pleasure on their own or with other people.

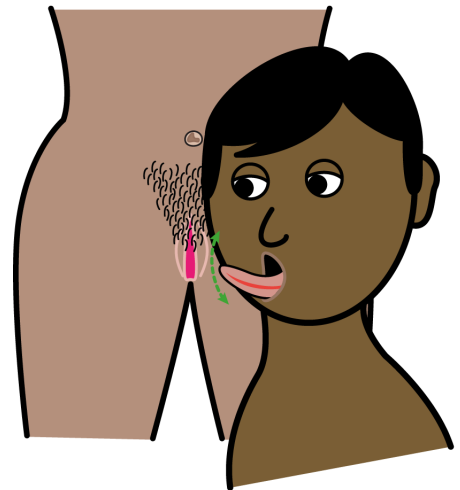
Key messages for young people

- Sex isn't just a penis in a vagina, there are many types of sex.
- It is okay to enjoy any type of sex as long as you and the person you are having sex with both agree and are both enjoying what is happening.

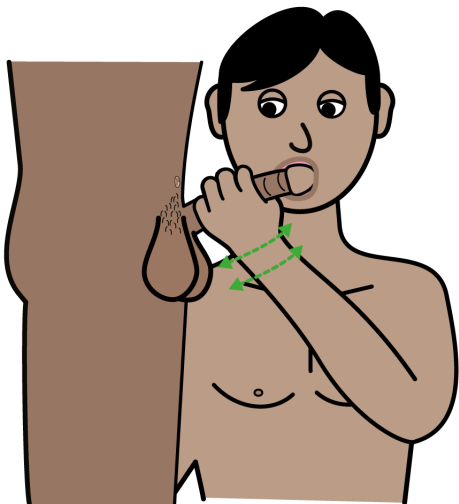
ORAL SEX



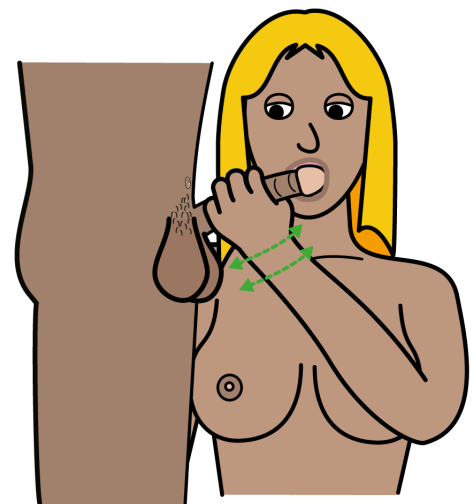
ORAL SEX



ORAL SEX

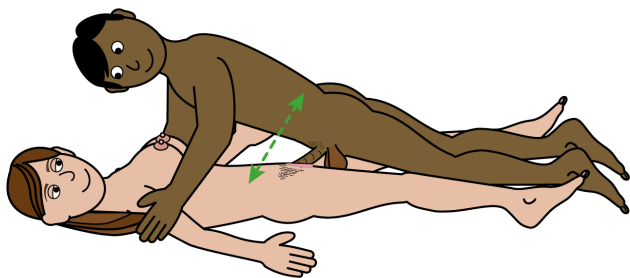


ORAL SEX

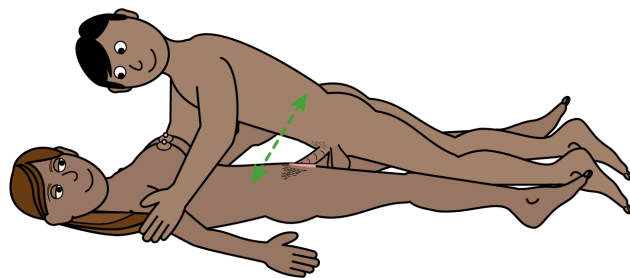


Using your mouth or tongue on someone's genitals (private parts)

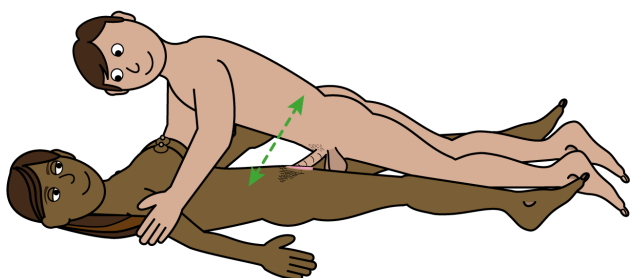
VAGINAL SEX



VAGINAL SEX



VAGINAL SEX

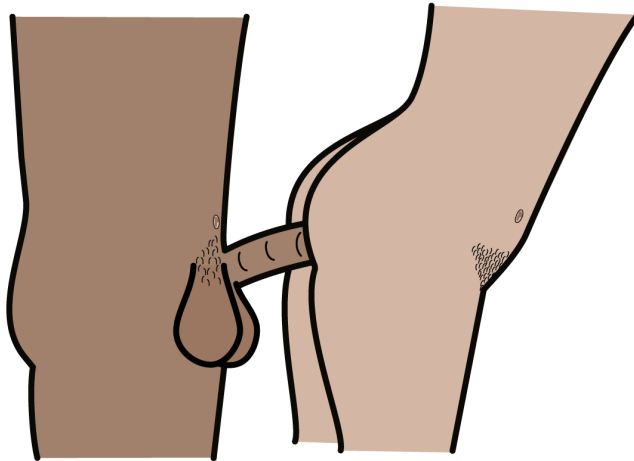


VAGINAL SEX

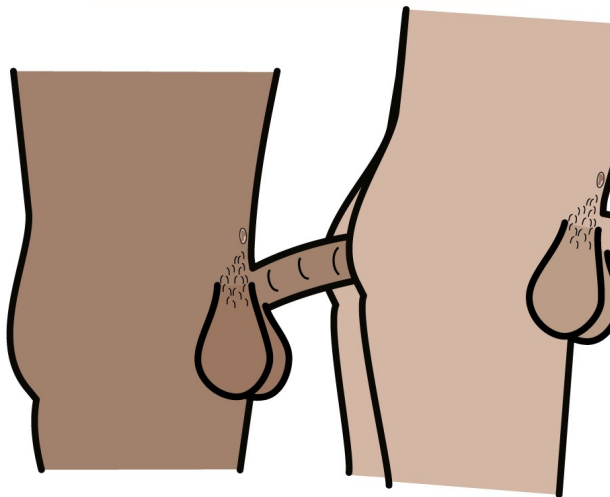


Putting a penis or sex
toy into the vagina

ANAL SEX

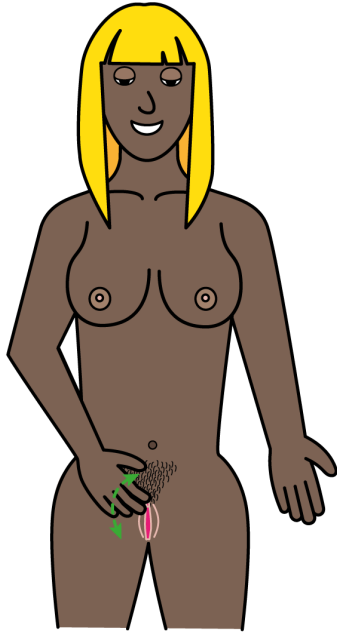


ANAL SEX

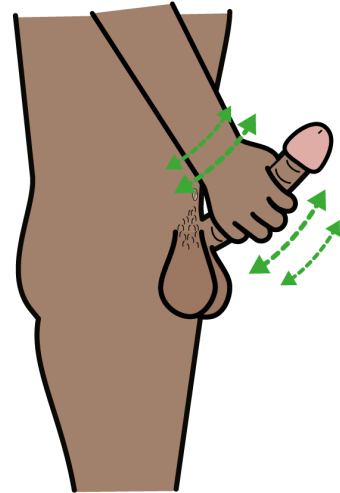


Putting a penis or sex
toy into the anus (bum)

MASTURBATION

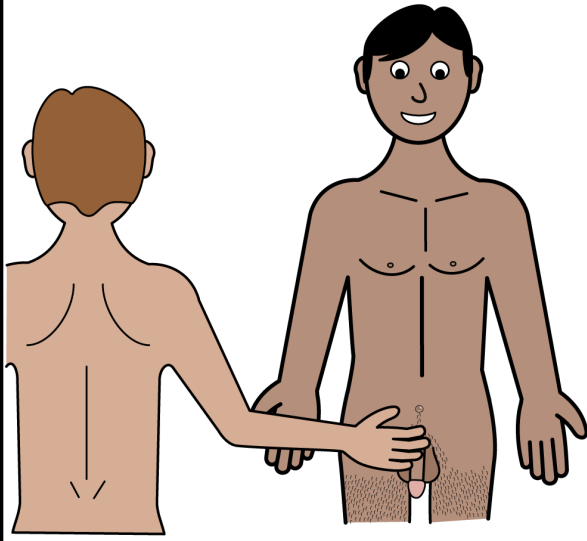


MASTURBATION

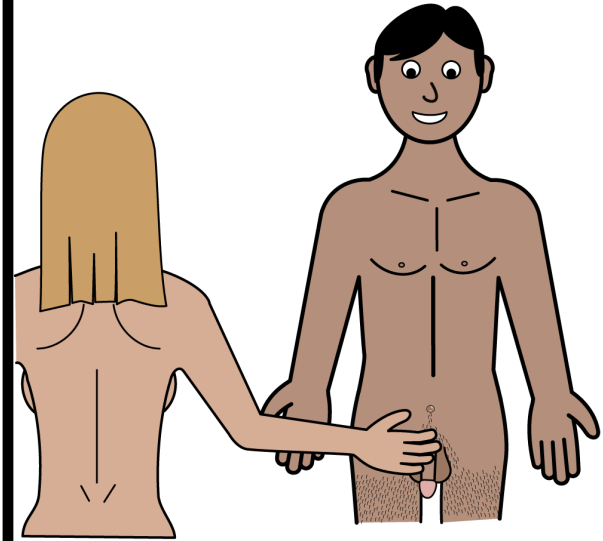


Also called 'solo sex'.
Touching or rubbing your
genitals (private parts)

MUTUAL MASTURBATION

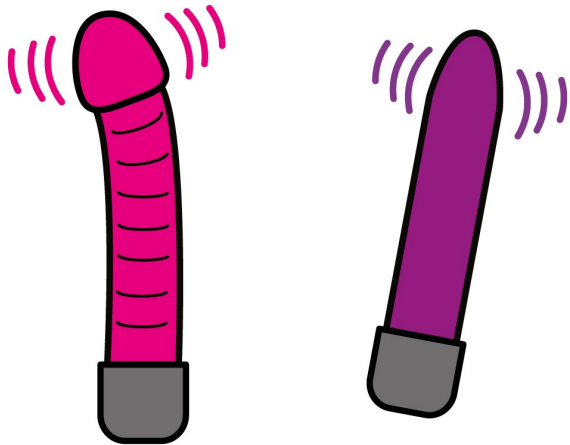


MUTUAL MASTURBATION

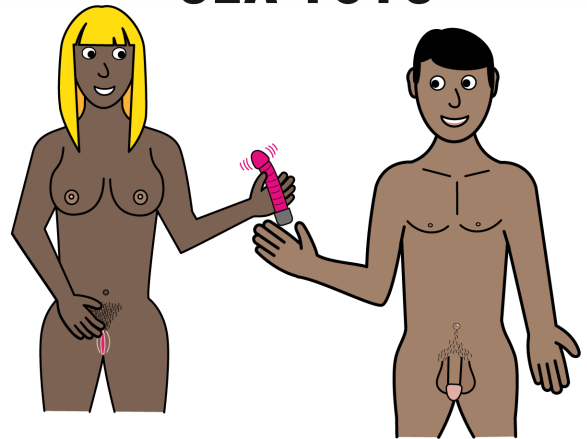


Touching each other's
genitals (private parts)

SEX TOYS

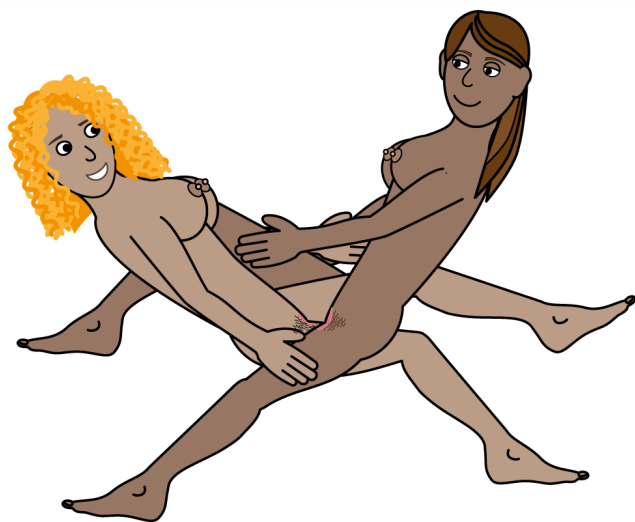


SEX TOYS



Sex toys are made for sexual pleasure. You can use them on yourself or with a partner

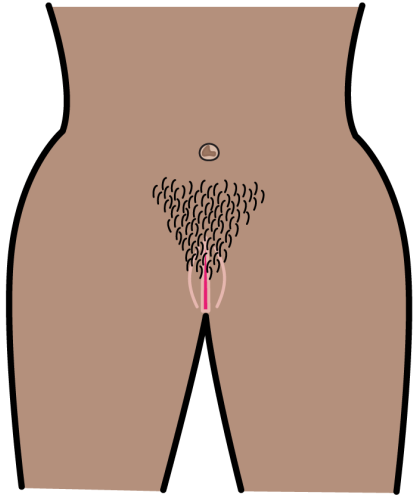
GENITAL TO GENITAL CONTACT



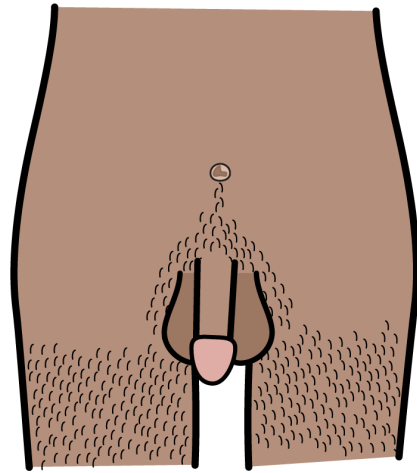
Touching or rubbing
genitals against each other

BODY PARTS (GENITALS AND BREASTS)

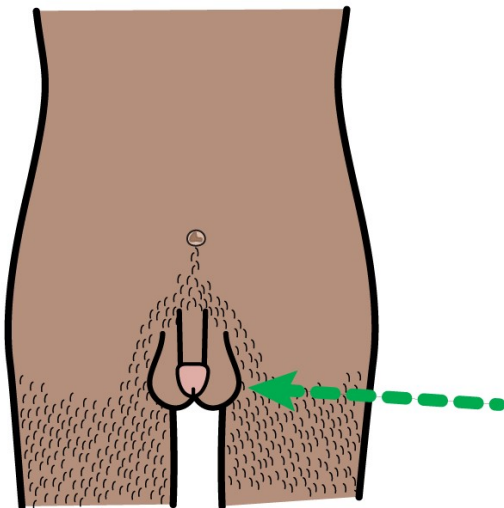
VULVA



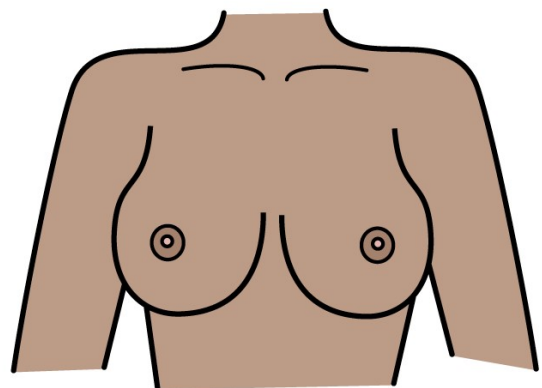
PENIS



TESTICLES



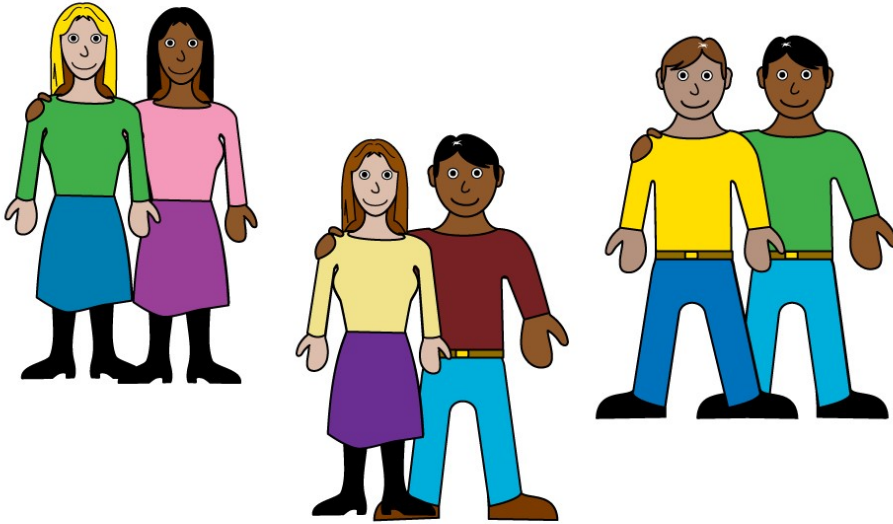
BREASTS



*Many people use the word vagina, when in fact the vagina is internal. The vulva is the correct name for the external sex organs.

RELATIONSHIPS

SEXUAL ORIENTATION



COUPLES

