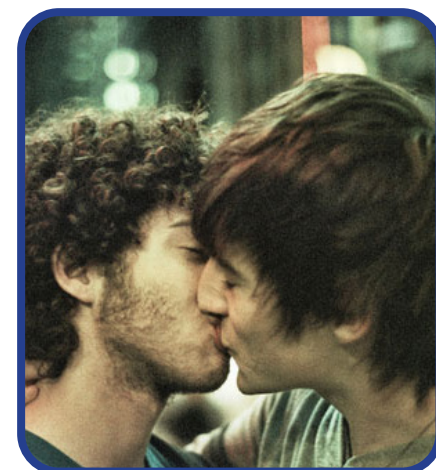


Sexual Health, Relationships and Parenthood

A Workbook Resource for One-to-One Support



INTRODUCTION

This Sexual Health workbook is designed to assist teachers, parents, carers and other professionals in delivering Relationships, Sexual Health and Parenthood Education to young people with a learning disability. It contains a range of topics, guided by Curriculum For Excellence Health and Wellbeing outcomes and benchmarks.

Whilst all young people should access the National RSHP (Relationships, Sexual Health and Parenthood Education) resource in schools (www.rsHP.scot), they may need additional one-to-one learning support.

This Workbook is not designed to replace group work or class work but aims to compliment existing sex education and build on learning and understanding.

There is no single resource that can meet the needs of this diverse group of young people. Some exercises may need to be adapted, according to individual ability and learning styles.

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This section includes:

- This is me
- Things I like
- Things I like and dislike
- Things I like about me
- Wordbank - Things I like about me
- What can I do?
- Good things in my life!

Some activities need additional guidance, or can be expanded:

This is me

Compare lists with other students. Look at similarities:

All the girls stand together, all the boys clap their hands, everyone with blue eyes put your hand up. Highlight that we are all different.

Let students draw around each other on large pieces of paper and colour themselves in.

Things I like and Things I like and dislike

Have a variety of tasks for students to try, to decide which they like and dislike.

- Shake instruments or play music - which do they like and dislike?
- Have a variety of fabrics in different colours - which colours do they prefer?
- Try on different hats. Look in the mirror - any favourites?
- Have a variety of smells - spices, perfume, soap, coffee etc.
- Feel different objects - fabrics (silk, wool etc), sponges, wire pad, hard stones, spiky hairbrush etc. What feels nice?

Use cards, symbols, signs or pictures for students to choose from (e.g colours, food, pictures of animals) or select pictures from a magazine or the internet.

Things I like about me and Wordbank - Things I like about me

Expand on the wordbank to increase vocabulary.

Teachers Notes

What can I do?

Expand on ideas by introducing new activities:

- Learn a new dance routine
- Make biscuits
- Try a new instrument
- Draw a picture

Good things in my life!

Add more 'good things'. Share ideas with other students.

You will need a mirror, weighing scales,
a measuring tape.

Answer these questions about yourself:

My name is _____

I am _____ years old

I am _____ tall

I weigh _____

I live in _____

My hair colour is _____

My eye colour is _____

My skin colour is _____

I am male or female _____

My feet are size _____

My hands measure _____

I have long or short hair _____

My hair is straight or curly _____

You could draw a picture of yourself on a separate page.

THINGS I LIKE

Think of your favourite things. Fill in the answers.

List your favourite:

Food	<hr/>
Drink	<hr/>
Holiday	<hr/>
Toy	<hr/>
Book	<hr/>
Television programme	<hr/>
Music	<hr/>
Film	<hr/>
Colour	<hr/>
Animal	<hr/>
Song	<hr/>
Flower	<hr/>
Subject at school	<hr/>

Add more favourite things to your list:

<hr/>	<hr/>
-------	-------

THINGS I LIKE AND DISLIKE

Draw or make a picture of your favourite things.

Make a list of things you dislike:

1. _____
2. _____
3. _____
4. _____
5. _____

THINGS I LIKE ABOUT ME

Think about things you like about yourself.

Make a list (if you need help there is a wordbank on the next page).

WORDBANK - THINGS I LIKE ABOUT ME

caring

happy

trustworthy

kind

helpful

patient

forgiving

dependable

respectful

chatty

quiet

honest

loyal

a good listener

friendly

generous

supportive

reliable

good fun

I am good at sports

I am good at art

I have nice eyes

I like my hair

I am tall

WHAT CAN I DO?

Think about all the things you can do.

For example:

wash the dishes

swim

laugh

hug

see

taste

stretch

cook

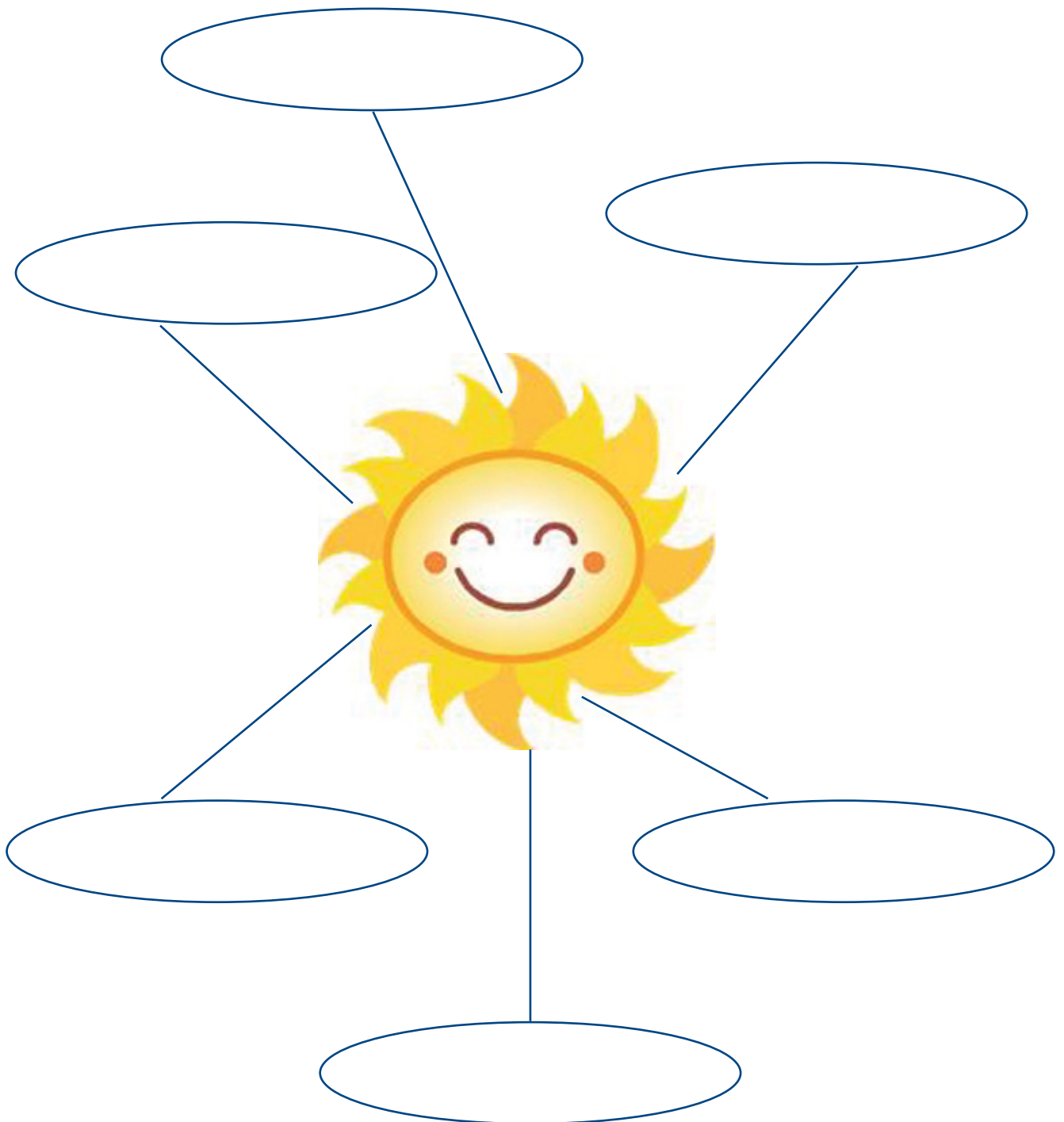
make my bed

Write them down here:

Draw or make a picture of things you can do.

GOOD THINGS IN MY LIFE!

In the circles write down the good things in your life. For example, my family, my friends.



Children with a learning disability often have decisions made for them.

If they are allowed more independence to choose what to eat, what to wear etc and are taught that it is OK to say 'no' they are much more likely to use these skills in other situations such as relationships and keeping safe.

In additions to these activities, decision making should be encouraged as an every-day event at home and at school.

Think of situations in school where students can be given more choice.

Talk to parents about how much choice their son or daughter has at home. Parents can develop a 'Choice Chart' to give their child a choice every day (which can be increased to more choices) on simple things like which t-shirt to wear, which fruit to eat.

This section includes:

- Decision making
- My preferences
- If you could choose
- My future

Some activities need additional guidance, or can be expanded:

Decision making

Look at what decisions students are able to make in school. Introduce extra decision-making opportunities.

My preferences

Could use signs, symbols, pictures or physical objects (blue or a red jumper) for students to choose.

If you could choose

An ideal exercise to duplicate for students to do with their parents or carers at home.

My future

Teachers Notes

An ideal exercise to duplicate for students to do at home with parents or carers.

It encourages ambition amongst young people and helps parents or carers to see beyond school.

Tick what kinds of decisions you make every day.

- What to wear ☐
- What to eat for breakfast ☐
- Who to play with at school ☐
- What to watch on television ☐
- Which music to listen to ☐
- What to eat for tea ☐
- What time to go to bed ☐
- What to do at weekends ☐

Can you think of any other decisions that you make?

MY PREFERENCES

Circle which you prefer:

Would you rather have a blue jumper or a red jumper?

Would you rather have a pet cat or a pet dog?

Would you rather have a holiday in a caravan or a holiday in a hotel?

Would you rather eat chocolate or crisps?

Would you rather have a new bike or a new television?

Would you rather eat fish or chips?

Would you rather go to bed late or get up late?

Would you rather watch football or play football?

Would you rather go swimming or ten pin bowling?

IF YOU COULD CHOOSE

If you could choose:

What colour would you paint your bedroom?

What time would you go to bed?

What would you like to eat for breakfast?

What kind of pet would you have?

Where would you go on holiday?

What job would you like to do when you are an adult?

MY FUTURE

Think about the decisions you might make when you are an adult.

Tick which ones you might like to do.

Get a job

☐

Go to college

☐

Have a boyfriend or a girlfriend

☐

Get married

☐

Have children

☐

Buy a house

☐

Have a car

☐

Is there anything else you might like to do when you are an adult?

This section includes:

- My family
- My family home
- Where I live
- Circle of Friendship
- Special times
- My good friend
- What makes a good friend?
- Wordbank - What makes a good friend?
- Helping each other
- Making and meeting friends

Some activities need additional guidance, or can be expanded:

My family, My family home and Where I live

The activities could all be duplicated at home. Students could take photographs of their home, garden or bedroom.

Circle of Friendship

This may be more effective if drawn on a larger piece of paper.

Each student should have a Circle of Friendship, which can be added to.

Parents or carers may be able to suggest other people to include.

The Circle of Friendship can then be used for a range of other activities including:

- Who do I love?
- Who loves me?
- Who can I touch?
- Who can touch me?
- Who can I share private information with?

Special times

Can expand on this with a story about a 'special time' with photos or pictures.

Teachers Notes

My good friend, What makes a good friend?
and Wordbank - What makes a good friend?

Some students may need support to identify what friendship is. Also can expand on the wordbank vocabulary.

Helping each other

Think up tasks within the class that students can do for one another. Keep a friendship diary to record what students do for each other on a daily basis.

Making and meeting friends

Encourage students to look at social groups and clubs within school and their community.

Discuss why it might not be a good idea to meet someone on the internet.

Write the names of everyone in your family.
You can also include pets.

Stick photographs of your family in your book, or draw a picture of them.

MY FAMILY HOME

Draw a picture of the house you live in.

WHERE I LIVE

Describe your house (for example - how many rooms does it have? Does it have a garden or a shed?).

What does your bedroom look like?

Which is your favourite room?

Why is it your favourite room?

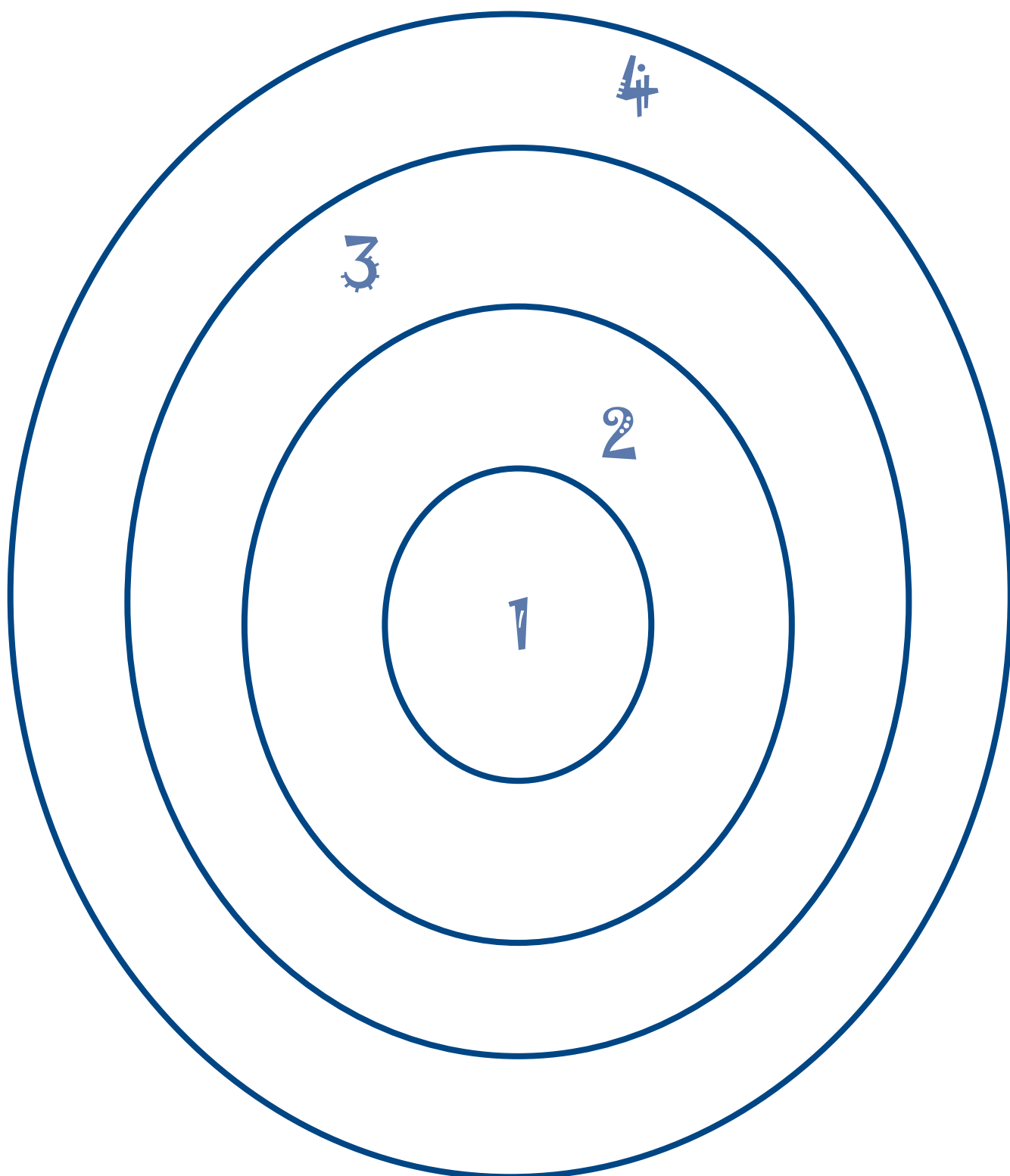
Can you think of anything else to describe your house?

CIRCLE OF FRIENDSHIP

Look at the Circle of Friendship on the next page.

- Write your name in the centre of the Circle of Friendship (circle 1).
- In circle 2, put the names of the people who you love the most, or are special to you. It will probably be your family and closest friends.
- In circle 3, put the names of people that you know and like, but not as well as the people in circle 2. This might include your neighbour, or teacher.
- In circle 4, write the names of people you know, but not very well. This might include the bus driver, or the shop keeper.

CIRCLE OF FRIENDSHIP



SPECIAL TIMES

From your Circle of Friendship make a list of people you most like to spend time with.

Next to their name, write down special things that you do with them.

For example my Dad takes me swimming, I play football with my sister.

You could write a short story about a day you spent with a special friend.

MY GOOD FRIEND

Think of someone who is a good friend.

Draw a picture of him or her.

Describe your friend.

What colour of hair does he or she have?

What is he or she good at?

What is their name?

How old are they?

Are they male or female?

Anything else you can think of?

WHAT MAKES A GOOD FRIEND?

What makes a good friend? Write down all the things you like about him or her. There is a wordbank on the next page.

What makes you a good friend?

What would a special friend do to make you happy?

Sometimes friends argue and fall out with each other. Can you think of something that a friend might do which would make you sad?

WORDBANK - WHAT MAKES A GOOD FRIEND?

caring

happy

trustworthy

kind

helpful

patient

forgiving

good fun

dependable

chatty

quiet

honest

a good listener

loyal

friendly

generous

supportive

reliable

likes the same things as me

HELPING EACH OTHER

Being a good friend is about helping each other.

From your Circle of Friendship, write down all the people in circle 1. Next to their names, write how they help you and how you help them.

For example My Mum takes me to school and I help Mum to clean her car.

My friend George plays games with me and I sometimes help him with his work.

MAKING AND MEETING FRIENDS

Which of these are a good place to meet new friends?

	Yes	No
At school	<input type="checkbox"/>	<input type="checkbox"/>
At college	<input type="checkbox"/>	<input type="checkbox"/>
At work	<input type="checkbox"/>	<input type="checkbox"/>
On the internet	<input type="checkbox"/>	<input type="checkbox"/>
At church	<input type="checkbox"/>	<input type="checkbox"/>
At a club	<input type="checkbox"/>	<input type="checkbox"/>

Add any more you can think of:

_____	_____
_____	_____
_____	_____
_____	_____

Sometimes our friendships change and sometimes our friendships might end.

Circle any reason why a friendship might end.

You argue and fall out.

Your friend moves a long way away.

You make new friends.

You do not have anything in common any more (you both like different things).

This section includes:

Name the feeling

My emotions

Coping with emotions

How I feel today

Wordbank - How I feel today

Feelings diary

Who can I tell?

Things we love

Showing love

Some activities need additional guidance, or can be expanded:

Name the feeling

- Teacher mimes certain feelings. Students guess what it is.
- Teacher plays different types of music. How does it make you feel? Move to the music in a happy, sad, angry or romantic way.

My emotions

Some students may need support to identify their feeling.

Coping with emotions

Useful to expand on this to identify more emotions and coping strategies. Students can develop their own lists of 'coping strategies' to use every day when they need to.

How I feel today and Wordbank - How I feel today

Expand on the wordbank and continue to use this on a regular daily basis to expand on vocabulary and emotional literacy. If students learn that when they feel 'angry' it is because they are frustrated, disappointed or confused rather than simply 'angry' they can learn appropriate coping strategies.

Feelings diary

Another good tool for emotional literacy and coping strategies. You can expand on this and ask students to keep a Feelings Diary every day over a longer period of time. You can do this with the whole class as a day chart.

Teachers Notes

Use a Day Chart to write the feeling next to a time e.g.

- | | |
|----------|---|
| 8.00 am | Woke up. Felt tired. |
| 9.00 am | Had breakfast. Felt wide awake. |
| 11.00 am | Friend came round to play. Felt excited. |
| 2.00 pm | Friend had to go home. Felt lonely. |
| 3.00 pm | My brother came in my room and took my toys.
Felt angry. |
| 3.15 pm | I took my toys back and hit my brother. He cried. I felt ashamed. |
| 3.30 pm | Said sorry to my brother and my Mum. We had a cuddle. I felt happy. |
| 5.00 pm | Helped Mum cook the tea. Mum said I did well. Felt proud. |
| 5.30 pm | Mum put the radio on. I danced round the kitchen. Felt giddy. |
| 7.30 pm | Dad and me took the dog for a walk by the river. Felt relaxed. |

Use emotion pictures or symbols to help the student extend their vocabulary. Rather than feeling 'bad' they could be feeling angry, frustrated, disappointed, impatient etc. Highlight the coping strategies - when you felt sad, you had a cuddle, it made you feel better.

Who can I tell?

Taken from the NHS Forth Valley resource 'Feel Think Do', students are encouraged to think of 5 people they could talk to if they had a problem.

Teachers could suggest people in school, also organisations like Childline. It is important not to have 5 family members, or 5 people from home, in case the student needs support from outside.

Things we love

Students could bring in photos or objects from home and do a 'show and tell' to the class.

Showing love

May be easier for students to re-write a list of people they love and look at each in turn.

NAME THE FEELING

Worksheets

Look at the pictures and answer the questions.



How is this person feeling?

How can you tell?



How is this person feeling?

How can you tell?

NAME THE FEELING

Look at the pictures and answer the questions.



How is this person feeling?

How can you tell?



How is this person feeling?

How can you tell?

MY EMOTIONS

The words below describe emotions, or how we feel? Draw a face that shows each emotion and answer the questions.

HAPPY

I feel HAPPY when _____



SAD

I feel SAD when _____

ANGRY

I feel ANGRY when _____

UPSET

I feel UPSET when _____

EXCITED

I feel EXCITED when _____

FRIGHTENED

I feel FRIGHTENED when _____

WORRIED

I feel WORRIED when _____

COPING WITH EMOTIONS

The words below describe emotions, or how we feel. Draw a face that shows each emotion and answer the questions.

SAD



If you were SAD, how would you make yourself feel better?

WORRIED

If you were WORRIED, how would you make yourself feel better?

UPSET

If you were UPSET, how would you make yourself feel better?

ANGRY

If you were ANGRY, how would you make yourself feel better?

FRIGHTENED

If you were FRIGHTENED, how would you make yourself feel better?

HOW I FEEL TODAY

How do you feel at the moment?

Why do you feel like that?

How many other different emotions have you felt today? Write them down here and say why you felt that emotion.

There is a wordbank on the next page.

WORDBANK - HOW I FEEL TODAY

happy

sad

enthusiastic

bored

upset

angry

excited

interested

afraid

nervous

brave

calm

surprised

quiet

contented

tired

shy

confident

tense

relaxed

FEELINGS DIARY

Starting today, write down how you feel each day. You could do this for a whole week. Remember to include all the emotions and why you felt like that.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

WHO CAN I TELL?

If you have a problem or are worried about something you should tell someone.

Write down 5 people who you could talk to if you had a problem.

1. _____

2. _____

3. _____

4. _____

5. _____

THINGS WE LOVE

Think about all the people and things that you love.

Make a list:

Draw pictures of the people and things that you love or stick photographs in your book.

SHOWING LOVE

How do you show people that you love them?

For example - I cuddle my little brother.

This section includes:

- My relationships
- A good relationship
- Relationship game
- Cut out and make into couples
- Different relationships

Some activities need additional guidance, or can be expanded:

My relationships

Look at other students's list of relationships. Identify similarities and differences for example:

- Who lives with both parents?
- Who lives with one parent?
- Who lives with a grandparent?
- Who has brothers?
- Who has sisters?

Make a list of differences and similarities and explore that everyone has different families within the group.

A good relationship

This activity can be duplicated at home to reflect what they do with family members. Share ideas with the class.

Relationship game and Cut out and make into couples

Help the student to match up the couples. Remember to include couples of the same sex, different ages, different abilities, different ethnicities etc.

Different relationships

Remind students that the relationships can include friends, family members, boyfriends or girlfriends, husband and wife etc (for example, 2 girls could be friends, sisters or girlfriends).

MY RELATIONSHIPS

Worksheets

Have a look at your Circle of Friendship from the Family and Friendships section.

Write down all the different people in your life and their relationship to you.

For example Julie is my sister, Philip is my cousin, Mr Brewer is my neighbour.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A GOOD RELATIONSHIP

From the list of all the people you have relationships with, write down some of the things you enjoy doing together.

For example:

I like going swimming with my sister Nicky.

I play chess with Eddie.

I like baking cakes with my Grandma.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RELATIONSHIP GAME

Have a look at the pictures of people on the following pages.

Put the cards into pairs to make couples.

Think about what the relationship might be between the 2 people. For example:

Are they boyfriend or girlfriend?

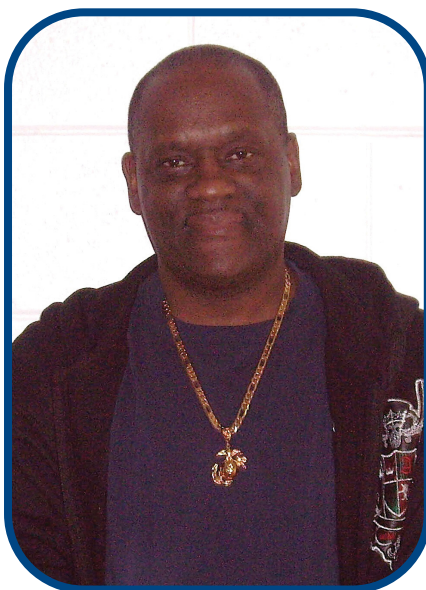
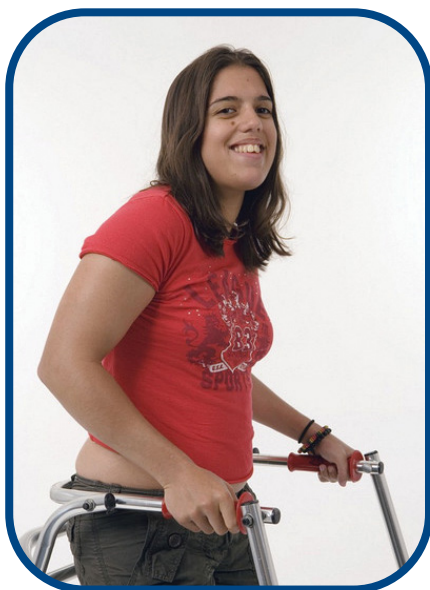
Are they brother or sister?

Are they friends?

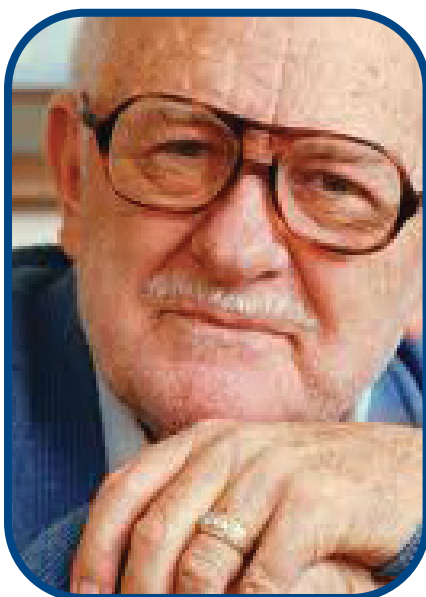
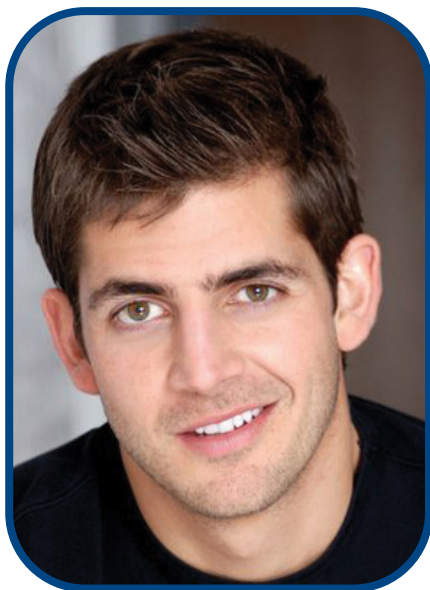
Write down all the different relationships they could be:

Move the cards around to make different couples.

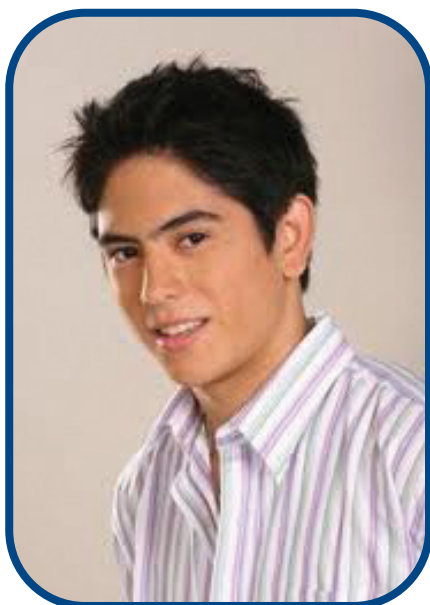
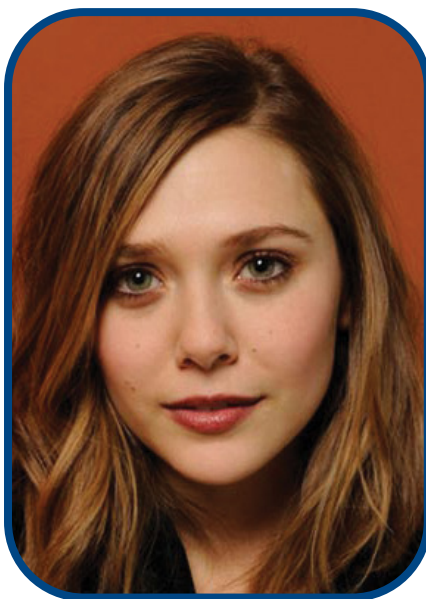
CUT OUT AND MAKE INTO COUPLES



CUT OUT AND MAKE INTO COUPLES



CUT OUT AND MAKE INTO COUPLES



D IFFERENT RELATIONSHIPS

Look at these pictures and answer the questions.



What relationship could these 2 people have?

What kind of things might they do together?



What relationship could these 2 people have?

What kind of things might they do together?

D IFFERENT RELATIONSHIPS

Look at these pictures and answer the questions.



What relationship could these 3 people have?

What kind of things might they do together?



What relationship could these 2 people have?

What kind of things might they do together?

D IFFERENT RELATIONSHIPS

Look at these pictures and answer the questions.



What relationship could these 2 people have?

What kind of things might they do together?



What relationship could these 2 people have?

What kind of things might they do together?

Different Relationships

Look at these pictures and answer the questions.



What relationship could these 2 people have?

What kind of things might they do together?



What relationship could these 2 people have?

What kind of things might they do together?

This section includes:

- Keeping safe
- Wordbank - Keeping safe
- Being scared
- Feeling unsafe
- Feeling unsafe - Body outline
- Safe or unsafe?
- Making things safer
- Taking risks
- Taking risks - Statements
- Sharing information
- Dangerous situations
- Top 5

Some activities need additional guidance, or can be expanded:

Keeping safe and Wordbank - Keeping safe

Identify places of safety in school and people where students can go if they feel scared or upset.

Do they have a special teacher? School nurse? Relaxation room?

Being scared

Students could draw a picture of scary things, or cut pictures out of magazines.

Discuss their ideas with them:

Why is balancing on a high wall scary? What might happen?

Why is walking home in the dark scary? What might happen?

Feeling unsafe and Feeling unsafe - Body outline

This may be better done with a larger body outline. Students can touch their own bodies to identify where you might get butterflies or sweat etc. You can do this as a class activity.

Safe or unsafe? and Making things safer

Discuss why students think they are safe or unsafe and how things can be made safer.

Taking risks and Taking risks - Statements

Teachers Notes

This can be done on a larger scale with a continuum across the classroom and all students positioning themselves on 'safe', 'unsafe' or 'a risk worth taking'.

Sharing information

Discuss with student why it is ok or not ok to share certain information.

Dangerous situations

Discuss why these are dangerous. What might happen?

Top 5

Taken from the NHS Forth Valley resource 'Feel Think Do', students are encouraged to think of 5 people they could talk to if they had a problem. Teachers could suggest people in school, also organisations like Childline. It is important not to have 5 family members, or 5 people from home, in case the student needs support from outside.

* A number of these activities are based on the Feel Think Do resource which explores keeping safe and recognising abuse.

Think of a place where you feel safe.
For example, home or school. Write it down here.

Think of a person who makes you feel safe. Write
their name here.

How do you feel when you are safe?

There is a wordbank on the next page.

WORDBANK - KEEPING SAFE

How do you feel when you are safe?

warm

happy

calm

relaxed

secure

contented

confident

comfortable

quiet

loved

free

comforted

BEING SCARED

What makes you feel scared? For example, a scary film, spiders.

What makes you feel unsafe? For example, balancing on a high wall, walking home in the dark.

FEELING UNSAFE

Think about the physical changes that might happen to our bodies when we feel scared or unsafe.

Cut out the statements below and put them in the right place on the body outline on the next page. You can add more of your own.

sweating

headache

feeling hot

tummy ache

feeling cold

crying

biting fingernails

not being able to move

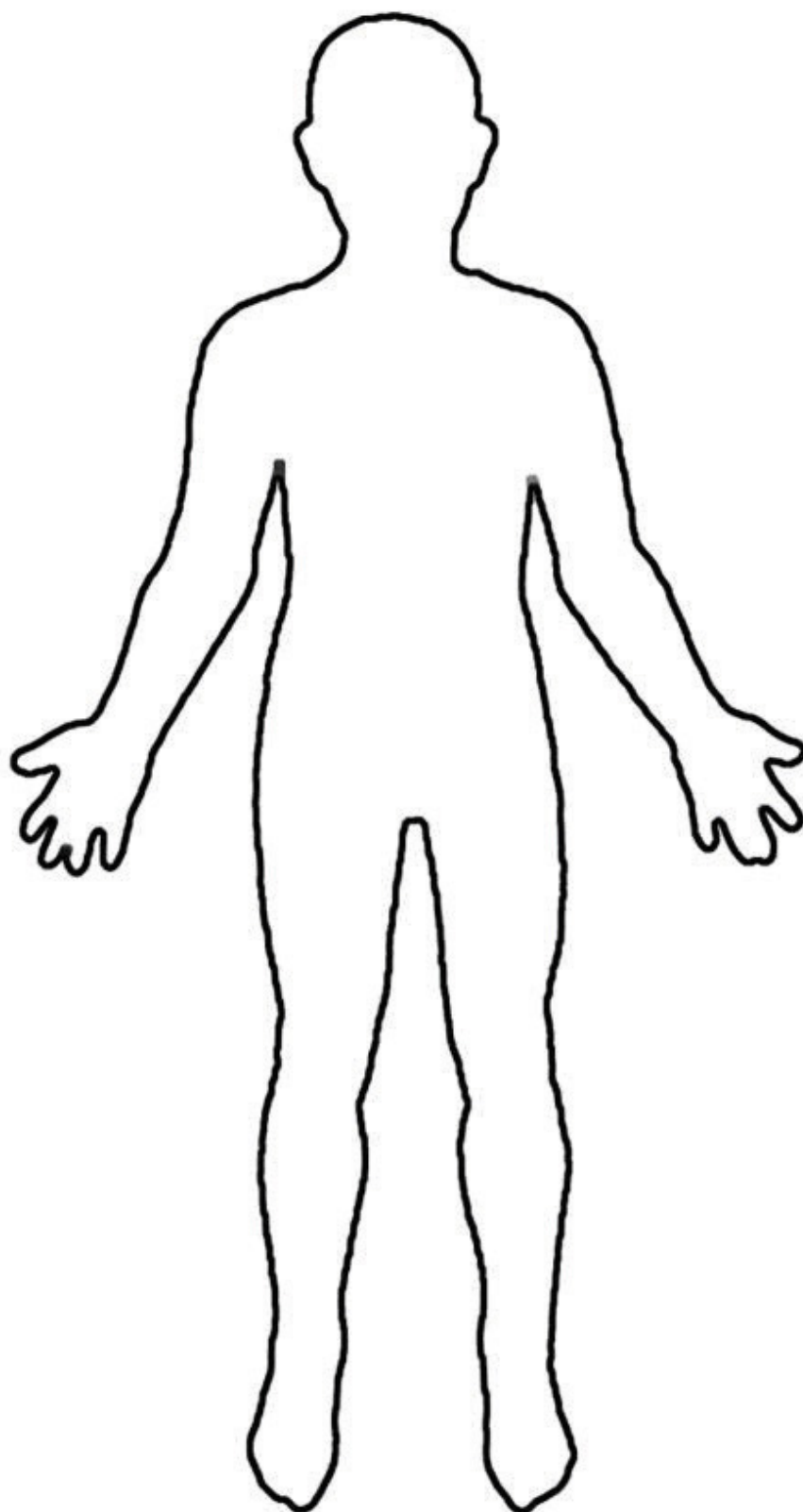
biting lip

heart beating faster

butterflies in tummy

not being able to stand still

FEELING UNSAFE - BODY OUTLINE



SAFE OR UNSAFE?

Which of these activities do you think are safe or unsafe? Please tick the boxes.

	Safe	Unsafe
Bungee jumping	<input type="checkbox"/>	<input type="checkbox"/>
Horse riding	<input type="checkbox"/>	<input type="checkbox"/>
Flying on a trapeze in a circus	<input type="checkbox"/>	<input type="checkbox"/>
Going for a boat ride	<input type="checkbox"/>	<input type="checkbox"/>
Driving a fast car	<input type="checkbox"/>	<input type="checkbox"/>
Going upside down on a roller coaster	<input type="checkbox"/>	<input type="checkbox"/>
Jumping out of an aeroplane	<input type="checkbox"/>	<input type="checkbox"/>
Crossing a busy road	<input type="checkbox"/>	<input type="checkbox"/>
Riding a motorbike	<input type="checkbox"/>	<input type="checkbox"/>
Sitting in the sun on a hot day	<input type="checkbox"/>	<input type="checkbox"/>
Going to meet a stranger	<input type="checkbox"/>	<input type="checkbox"/>
Using a chain saw	<input type="checkbox"/>	<input type="checkbox"/>
Swimming in deep water	<input type="checkbox"/>	<input type="checkbox"/>

MAKING THINGS SAFER

Can you think of ways to make these activities safer? The first one is done for you.

How can you make bungee jumping safer?

by wearing a harness

How can you make crossing a busy road safer?

How can you make riding a motorbike safer?

How can you make sitting in the sun safer?

How can you make driving a car safer?

How can you make using a chain saw safer?

How can you make swimming in deep water safer?

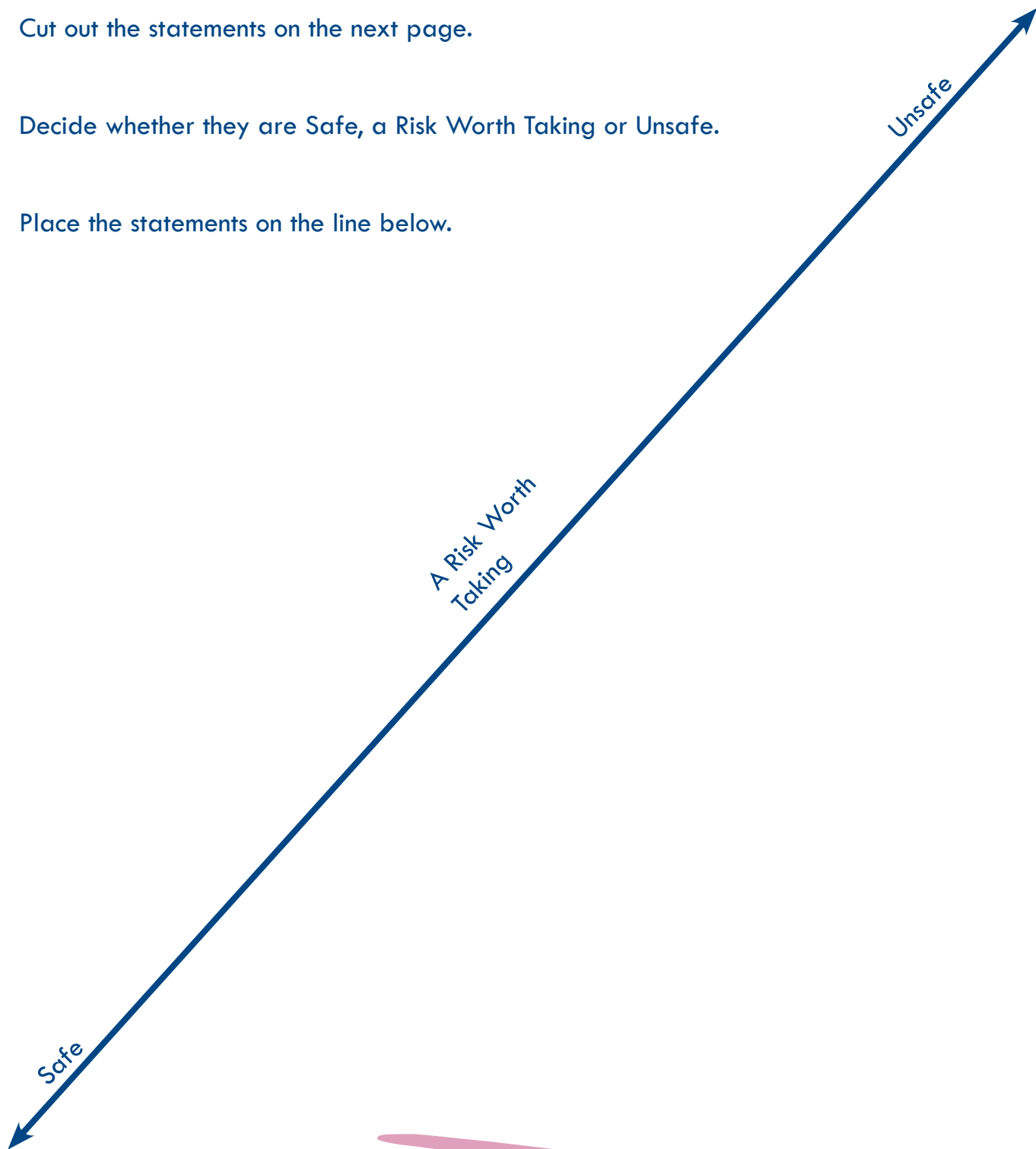
TAKING RISKS

Some activities are safer than others.

Cut out the statements on the next page.

Decide whether they are Safe, a Risk Worth Taking or Unsafe.

Place the statements on the line below.



TAKING RISKS - STATEMENTS

Cut out the statements and place on the line.

watching a scary film

telling a lie

a ride at the fun fair

guising at Hallowe'en

walking down a dark
alley alone

jumping off a high diving
board

playing football in the
park with people
you do not know

getting in to a car with a
stranger

stealing apples from your
neighbour's tree

staying out later than you
should

running across a road

lying to your Mum about
where you are going

standing up to a bully

meeting a stranger on the
internet

SHARING INFORMATION

From this list of topics, circle whether you can share this information with

family friends or strangers

Sometimes you can share this information with all three.

Where I live	family	friends	strangers
My telephone number	family	friends	strangers
My age	family	friends	strangers
My email address	family	friends	strangers
Things I am worried about	family	friends	strangers
The school I go to	family	friends	strangers
My favourite colour	family	friends	strangers
My favourite food	family	friends	strangers
The things I do with my friends	family	friends	strangers
The things I do with my boyfriend or girlfriend	family	friends	strangers

Some information is private and should only be shared with close family and friends.

DANGEROUS SITUATIONS

Why do you think these might be dangerous?

Meeting a stranger on the internet.

Walking home in the dark.

Taking drugs.

Getting in to a stranger's car.

TOP 5

Make a list of your Top 5 people. These are people who you can talk to if you are worried or need help.

1. _____
2. _____
3. _____
4. _____
5. _____

Draw around your hand and write the names of each person on a finger or thumb. This is a good way to remember your Top 5 people.

This section includes:

- Male and female
- Differences between males and females
- Male and female clothes
- Wearing clothes
- Male and female underwear
- Label the body parts - Male
- Label the body parts - Female
- Differences
- Private body parts - Male
- Private body parts - Female
- Fill in the private body parts - Male
- Fill in the private body parts - Female
- Draw on body parts - Male
- Draw on body parts - Female
- Male and female body parts

Some activities need additional guidance, or can be expanded:

Male and female

Some pictures are designed to create discussion and challenge stereotypes of male and female. It is important for young people to understand that they, and others, may not fit this stereotypical image and that is OK.

Some young people may identify as being neither male or female. If any students has any concerns or issues with their body (e.g. transgender issues) these should be discussed.

Other male and female activities:

- Sensory sounds - play voices of men or women (talking books, radio – talking and music, speaking clock etc).
- Hygiene products - identify whether a man or woman would use them.
- Ask the student to cut pictures from magazines of people who are the SAME SEX as they are.
- Identify who in the class is male and who is female. Could have different coloured badges. Ask all the girls to clap hands, all boys to ring a bell etc.

Teachers Notes

Differences between males and females

Cut out pictures from magazines or download from the internet to make male and female pictures.

Male and female clothes

Have a box of different clothes (male and female), including underwear. Ask the student to say the name of each item of clothing and whether it can be worn by a man or a woman or both.

Other aspects can influence what people wear - culture, religion, cross-dressing. These may be discussed and stereotypes challenged.

Wearing clothes

Have a box of clothes including clothes for summer, winter (to keep warm or cool) and accessories (to look nice).

Male and female underwear

Use a clothes box with underwear included. Ask 'which part of the body does this cover?'

Label the body parts - Male, Label the body parts - Female, Differences, Private body parts - Male, Private body parts - Female, Fill in the private body parts - Male
Fill in the private body parts - Female, Draw on body parts - Male, Draw on body parts - Female

An introduction to private body parts amongst others. You can expand on this activity by looking at other words students may use for parts of the body. Emphasise that slang terms are sometimes OK, but it is important to know the proper names.

Male and female body parts

A recap on learning.

- Look through the box of clothes again. Say which parts of the body each item of clothing will cover. Include private body parts.

MALE AND FEMALE

Worksheets

Look at these pictures.

Write 'male' or 'female' underneath the picture.

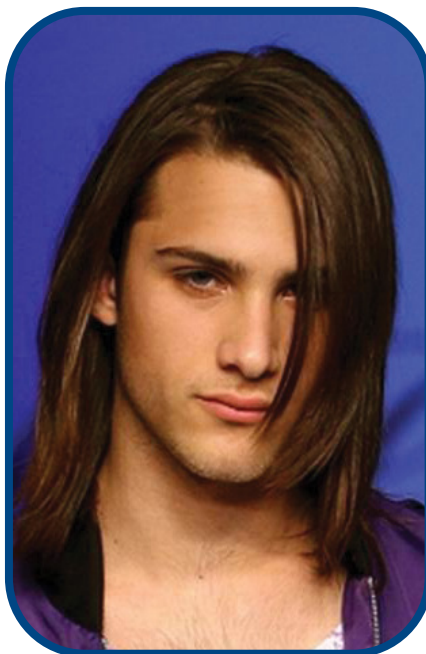


MALE AND FEMALE

Worksheets

Look at these pictures.

Write 'male' or 'female' underneath the picture.



DIFFERENCES BETWEEN MALES AND FEMALES

Write down some of the differences between males and females.

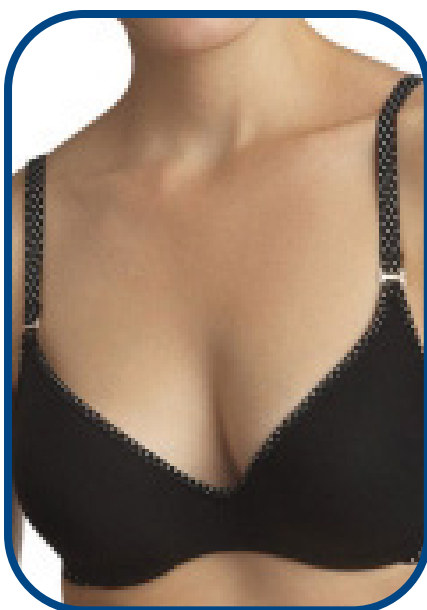
Males

Females

You could cut out more pictures of males and females from magazines to make a collage.

MALE AND FEMALE CLOTHES

Look at the pictures of clothes. Underneath each picture, write whether a male or a female would wear each item. Sometimes both male and female can wear the same clothes.



WEARING CLOTHES

Why do we need to wear clothes over our bodies?

Why would someone wear gloves?

Why would someone wear a dress?

Why would someone wear a suit?

Why do people wear shoes?

Why would someone wear a coat?

Why would someone wear a hat?

Why do people wear wellington boots?

MALE AND FEMALE UNDERWEAR

Underwear are clothes that we wear over private parts of the body.

Who would wear pants? _____

Name the parts of the body that pants would cover:

Who would wear a vest? _____

Name the parts of the body that a vest would cover:

Who would wear a bra? _____

Name the parts of the body that a bra would cover:

LABEL THE BODY PARTS - MALE

Draw a line to the body parts on this drawing of a man.

Head

Chest

Arm

Penis

Testicles

Knees

Shoulders

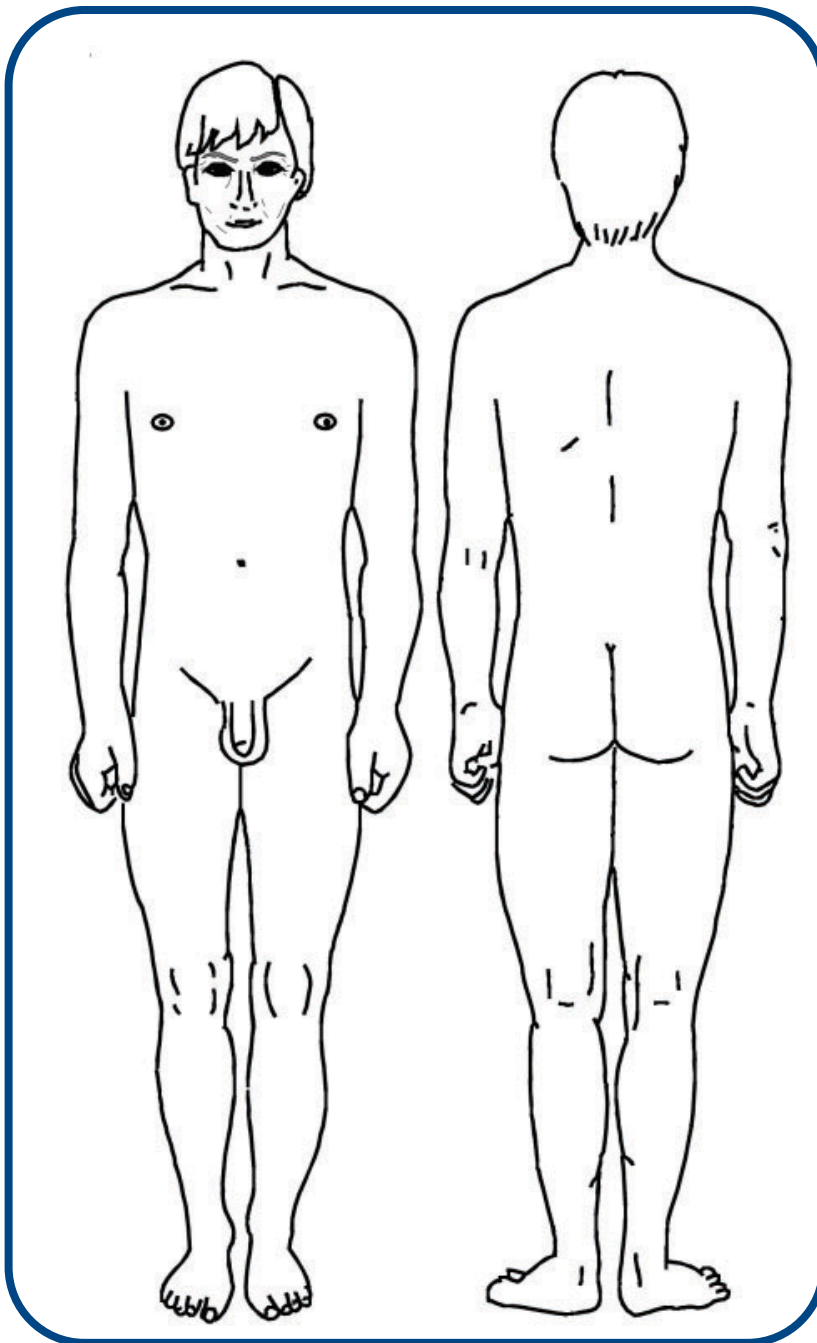
Back

Hand

Bottom

Legs

Feet



LABEL THE BODY PARTS - FEMALE

Draw a line to the body parts on this drawing of a woman.

Head

Breasts

Arm

Vulva

Knees

Shoulders

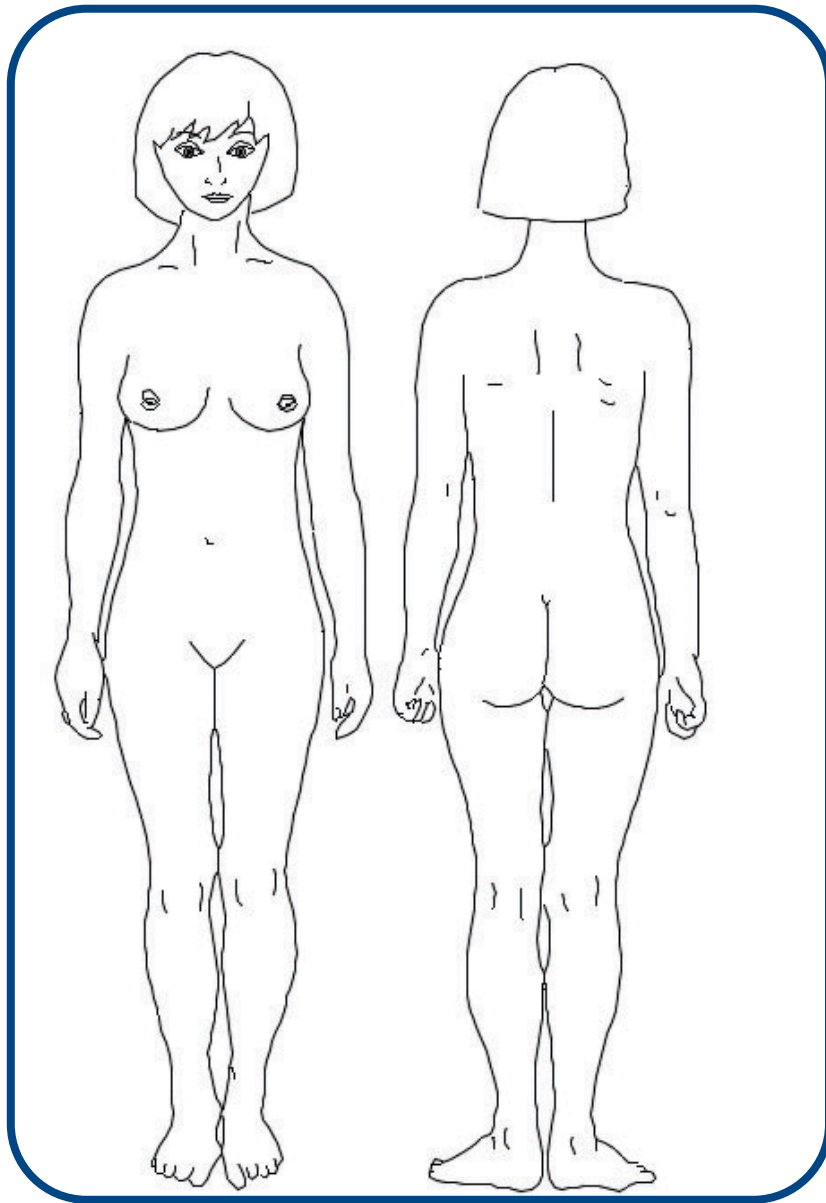
Back

Hand

Bottom

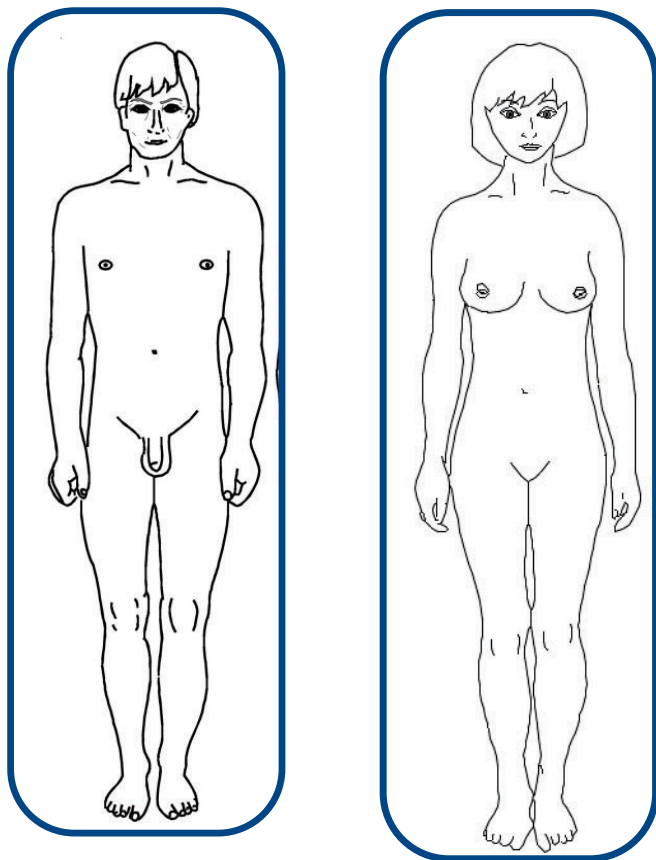
Legs

Feet



DIFFERENCES

What differences are there between the male and female body?



Male

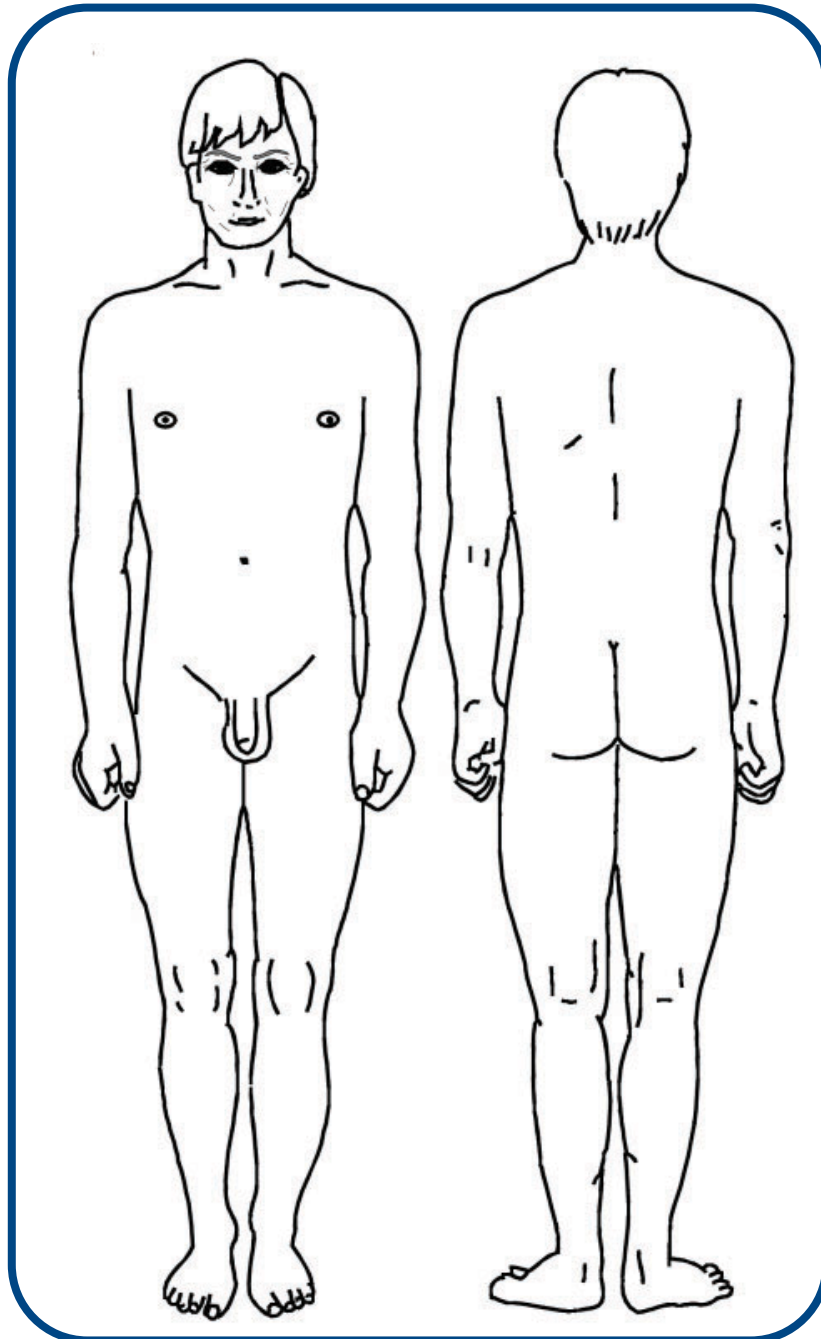
Female

PRIVATE BODY PARTS - MALE

Private parts of the body are parts of the body that other people should not see or touch, unless you want them to. Draw a line to the private body parts on this drawing of a man.

Penis

Testicles



Bottom
(anus)

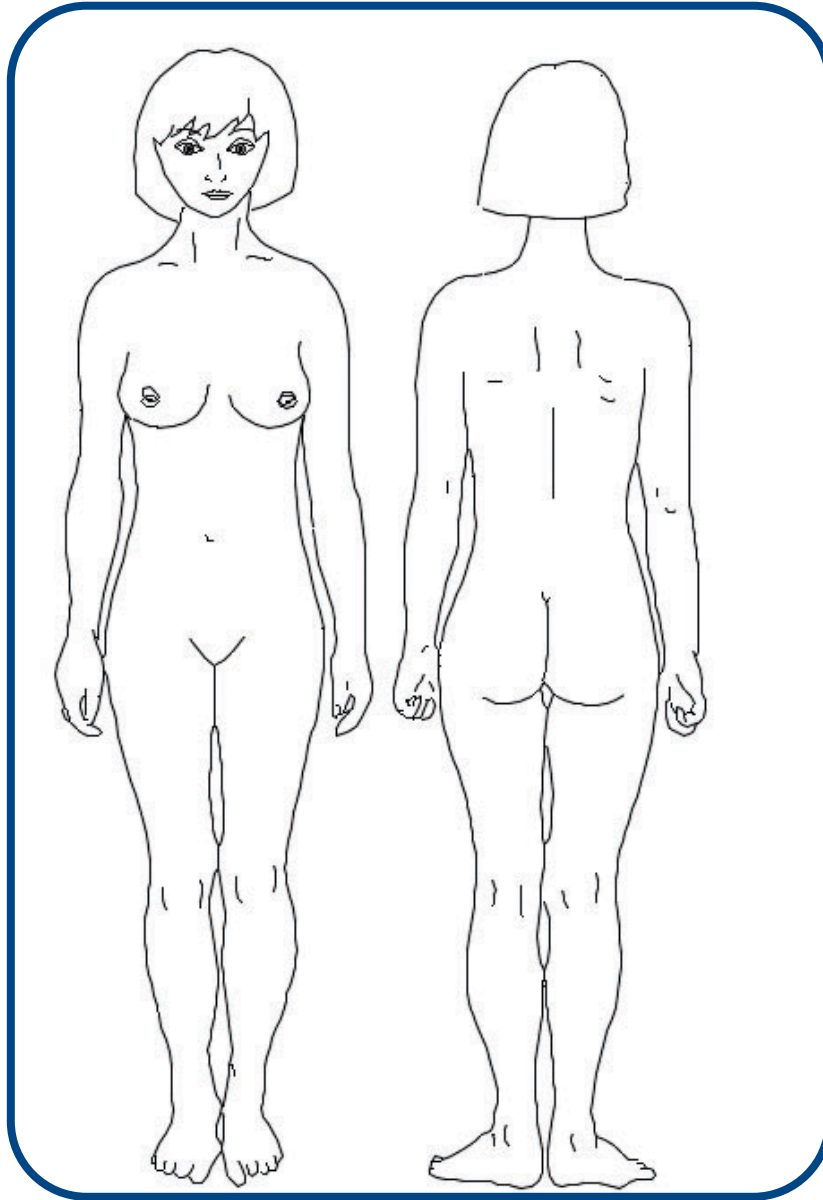
PRIVATE BODY PARTS - FEMALE

Private parts of the body are parts of the body that other people should not see or touch, unless you want them to. Draw a line to the private body parts on this drawing of a woman.

Breasts

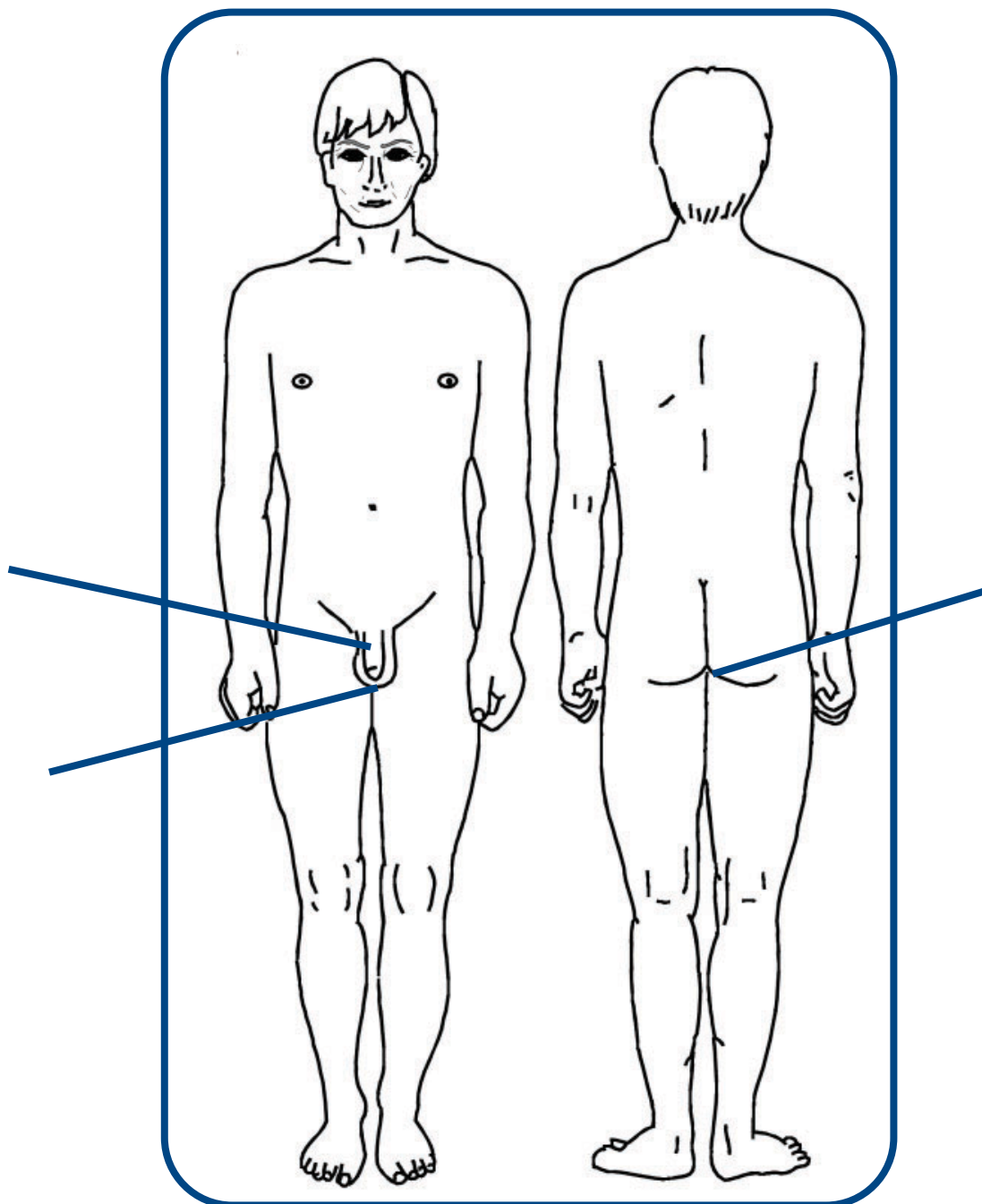
Vulva

Bottom
(anus)



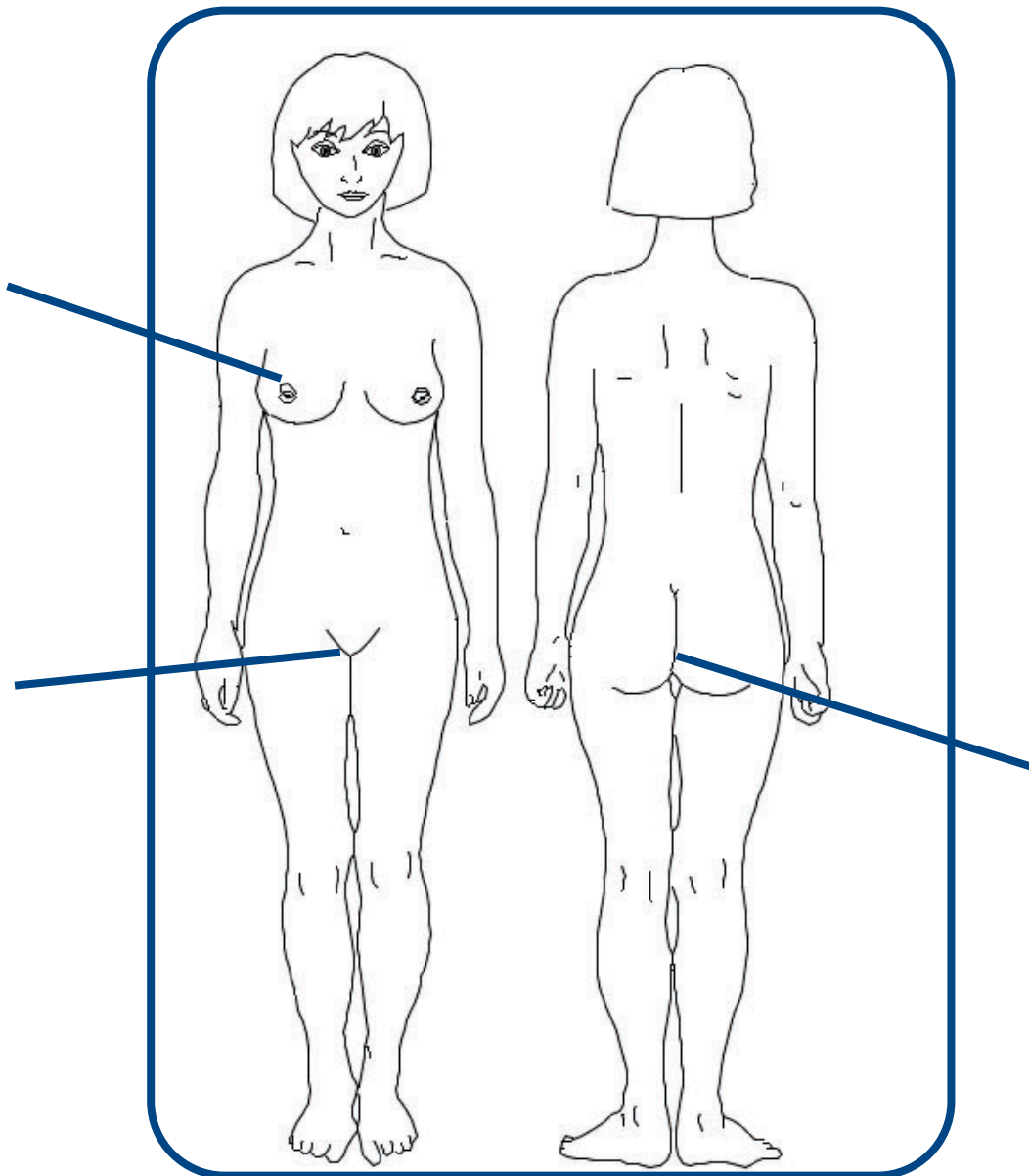
FILL IN THE PRIVATE BODY PARTS - MALE

Private parts of the body are parts of the body that other people should not see or touch, unless you want them to. Name the private body parts on this drawing of a man.



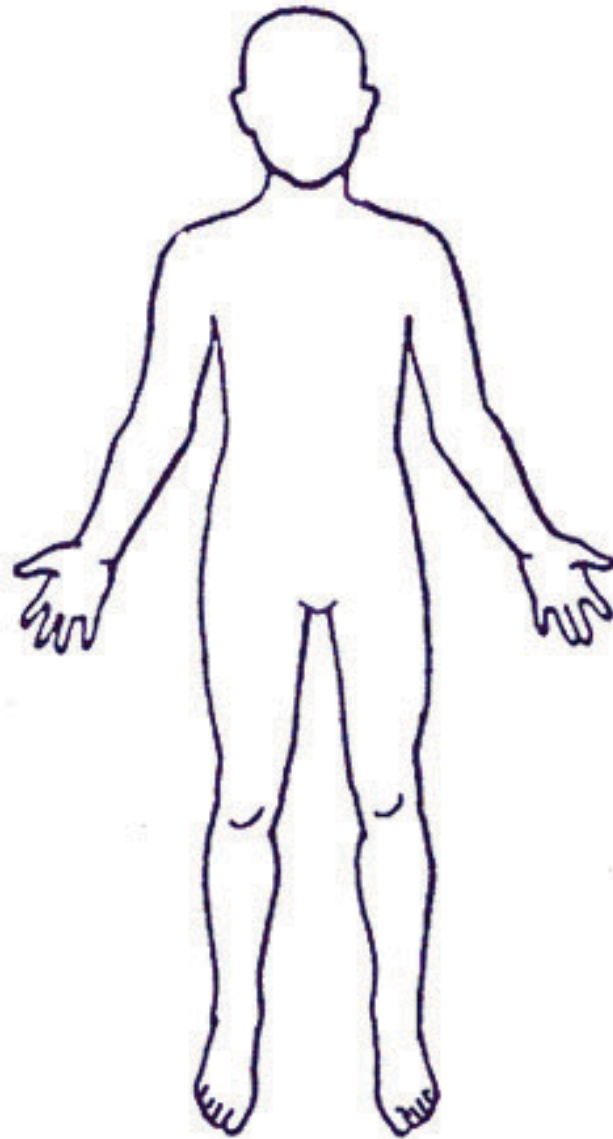
FILL IN THE PRIVATE BODY PARTS - FEMALE

Private parts of the body are parts of the body that other people should not see or touch, unless you want them to. Name the private body parts on this drawing of a woman.



DRAW ON BODY PARTS - MALE

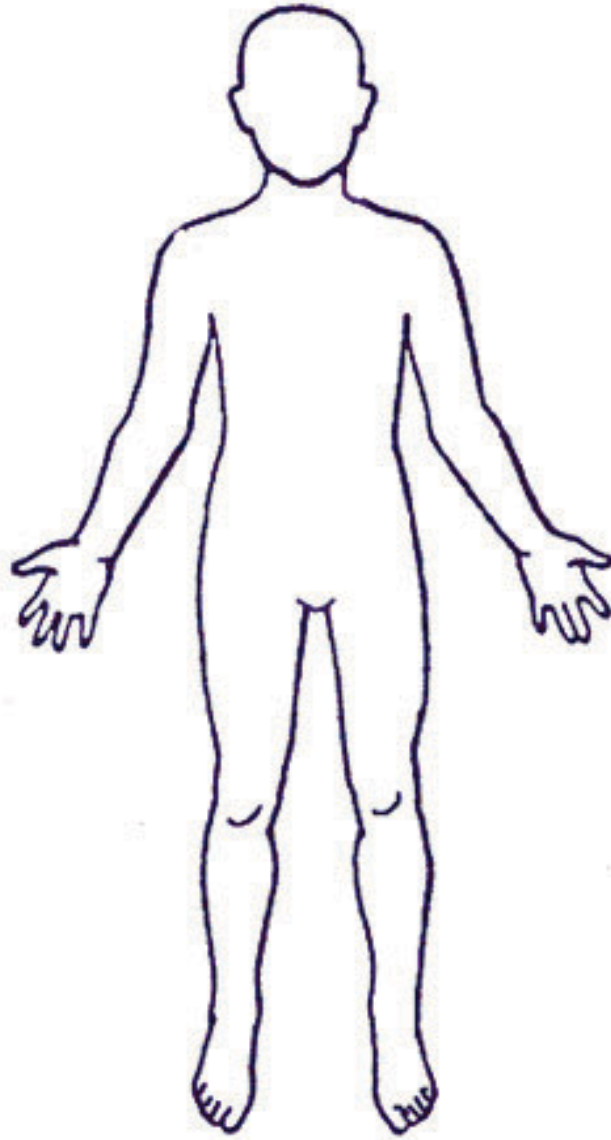
This is a male. Draw on the body parts listed below.



eyes, nose, hair, mouth, nipples, penis, testicles, belly button

DRAW ON BODY PARTS - FEMALE

This is a female. Draw on the body parts listed below.



eyes, nose, hair, mouth, nipples, vulva, breasts, belly button

MALE AND FEMALE BODY PARTS

Male and females have some body parts which are the same and some body parts which are different.

Look at the list of body parts below.

Tick if you think they belong to a Male or Female. Sometimes they will belong to both.

	Male	Female
Head	<input type="checkbox"/>	<input type="checkbox"/>
Arms	<input type="checkbox"/>	<input type="checkbox"/>
Breasts	<input type="checkbox"/>	<input type="checkbox"/>
Nipples	<input type="checkbox"/>	<input type="checkbox"/>
Feet	<input type="checkbox"/>	<input type="checkbox"/>
Bottom	<input type="checkbox"/>	<input type="checkbox"/>
Penis	<input type="checkbox"/>	<input type="checkbox"/>
Testicles	<input type="checkbox"/>	<input type="checkbox"/>
Shoulders	<input type="checkbox"/>	<input type="checkbox"/>
Vulva	<input type="checkbox"/>	<input type="checkbox"/>
Ears	<input type="checkbox"/>	<input type="checkbox"/>
Nose	<input type="checkbox"/>	<input type="checkbox"/>

This section includes:

- Personal care
- Keeping clean
- Healthy food
- Food diary
- Other foods
- Being healthy
- Exercise and sport
- Favourite sports

Some activities need additional guidance, or can be expanded:

Personal care

Ask students to bring their toiletry or wash bags in to show different hygiene products.
Can do with one student or whole class.

Keeping clean

Make individual 'keeping clean' charts for students to use at school and home.

Healthy food

Have a selection of fruit and vegetables for students to try.

Food diary

Make a diary for home and for school.

Other foods

Use this information and the food diary to develop an eating plan.

Being healthy

Discuss with students why it is unhealthy to lie in bed all day etc. You may need to explain a little about tobacco and alcohol if students have limited knowledge.

Exercise and sport and Favourite sports

Create opportunities where students can try new activities.

PERSONAL CARE

Worksheets

Using products - think of all the products you use to keep your body clean.

Make a list of them. For example, shampoo or toothbrush.

Draw pictures of the products you use:

Can you think of any differences between the products that a boy would use and the products that a girl would use?

KEEPING CLEAN

How often should you do these things to keep yourself clean and looking nice?

Have a bath?

Have a shower?

Wash your face?

Wash your hands?

Clean your teeth?

Change your clothes?

Put on clean underwear?

Comb or brush your hair?

Wash your feet?

Put on deodorant?

Put on aftershave or perfume?

Shave?

HEALTHY FOOD

You can also look after yourself by eating healthy food. You should eat at least 5 pieces of fruit and vegetables each day.

Write down some fruit and vegetables that you like to eat.

Draw a picture of your favourite ones.

FOOD DIARY

You could keep a diary of everything you eat every day for a week to see how much healthy food you eat.

	Breakfast	Snack	Lunch	Dinner	Supper
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

OTHER FOODS

Make a list of food that you like to eat that is not as healthy as fruit and vegetables (for example, chocolate, crisps etc).

It is OK to eat these foods sometimes, as long as you do not eat too much. Are there any foods that you think you should eat less of?

BEING HEALTHY

Is it healthy to:

	Yes	No
Smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>
Eat 5 portions of fruit and vegetables each day?	<input type="checkbox"/>	<input type="checkbox"/>
Do some exercise?	<input type="checkbox"/>	<input type="checkbox"/>
Lie in bed all day?	<input type="checkbox"/>	<input type="checkbox"/>
Watch television all day?	<input type="checkbox"/>	<input type="checkbox"/>
Drink a lot of alcohol?	<input type="checkbox"/>	<input type="checkbox"/>
Drink water?	<input type="checkbox"/>	<input type="checkbox"/>
Take drugs?	<input type="checkbox"/>	<input type="checkbox"/>

EXERCISE AND SPORT

Being active, like doing exercise or a sport, keeps your body healthy.

Exercise can also help you feel happier if you are feeling sad.

Make a list of all the activities you do. This can include sport (for example, swimming) and other activities like walking.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

F FAVOURITE SPORTS

Draw a picture of your favourite sports, or cut pictures out of magazines.

Are there any sports which you would like to try?

_____	_____
_____	_____

Find out about local sports clubs where you live or at your school that you could join.

This section includes:

- Baby to adult
- Growing up
- What we need as we grow
- This is a toddler
- These are teenagers
- This is an adult
- These are older people or elderly people
- Body changes - Male
- Body changes - Female
- Private body changes - Female
- Fill in the private body changes - Female
- Private body changes - Male
- Fill in the private body changes - Male
- Female body changes
- Male body changes
- Body changes checklist
- Body changes in boys and girls

Some activities need additional guidance, or can be expanded:

Baby to adult, Growing up, What we need as we grow, This is a toddler, These are teenagers, This is an adult and These are older people or elderly people

All of these can be expanded by using more pictures, talking to adults and elderly people, parents with babies.

Body changes - Male and Body changes - Female

Lots of images concerning growing up do not include elderly people. You may want to discuss in more detail what happens to our bodies as we age.

Private body changes - Female, Fill in the private body changes - Female, Private body changes - Male, Fill in the private body changes - Male, Female body changes and Male body changes

An introduction to private body changes. Students should be encouraged to use the proper words. You may want to emphasise that this is private.

Teachers Notes

Body changes checklist and Body changes in boys and girls

A chance to re-cap. These activities also mention periods, wet dreams and erect penis which some students will know (and should be included in a growing up section) but others will not.

It may be useful to say that periods, wet dreams and erections are other parts of growing up that students will be finding out more about in later workbook sections.

BABY TO ADULT

Worksheets

Look at the pictures. Choose the picture of the:

- Baby
- Toddler
- Teenagers
- Adult
- Elderly people

Write the correct name underneath each picture.



GROWING UP

Write down all the changes that happen to people as they grow older.

You could also cut pictures out of magazines of babies, toddlers, teenagers, adults and elderly people to make a collage.

WHAT WE NEED AS WE GROW

As we get older our lives change.

Have a look at the picture and answer the questions.



1. Can you tell if this baby is a boy or a girl?

2. How would you know if it was a boy or a girl?

3. What do babies eat and drink?

4. Who looks after babies?

5. What can babies do for themselves?

THIS IS A TODDLER

1. Can you tell if this toddler is a boy or a girl?

2. How old do you think this toddler is?

3. What can toddlers do?

4. Who looks after toddlers?

5. What do toddlers need?



THESE ARE TEENAGERS



1. How old do you think these teenagers are?

2. What can teenagers do?

3. What do teenagers need?

4. Who looks after teenagers?

5. If these teenagers were 16, what could they do?

6. If these teenagers were 18, what could they do?

THIS IS AN ADULT

1. How old do you think this adult is?

2. What can adults do?

3. What do adults need?

4. Does anyone look after adults?



THESE ARE OLDER PEOPLE OR ELDERLY PEOPLE



1. How old do you think these people are?

2. What can elderly people do?

3. What do elderly people need?

4. Does anyone look after elderly people?

BODY CHANGES - MALE

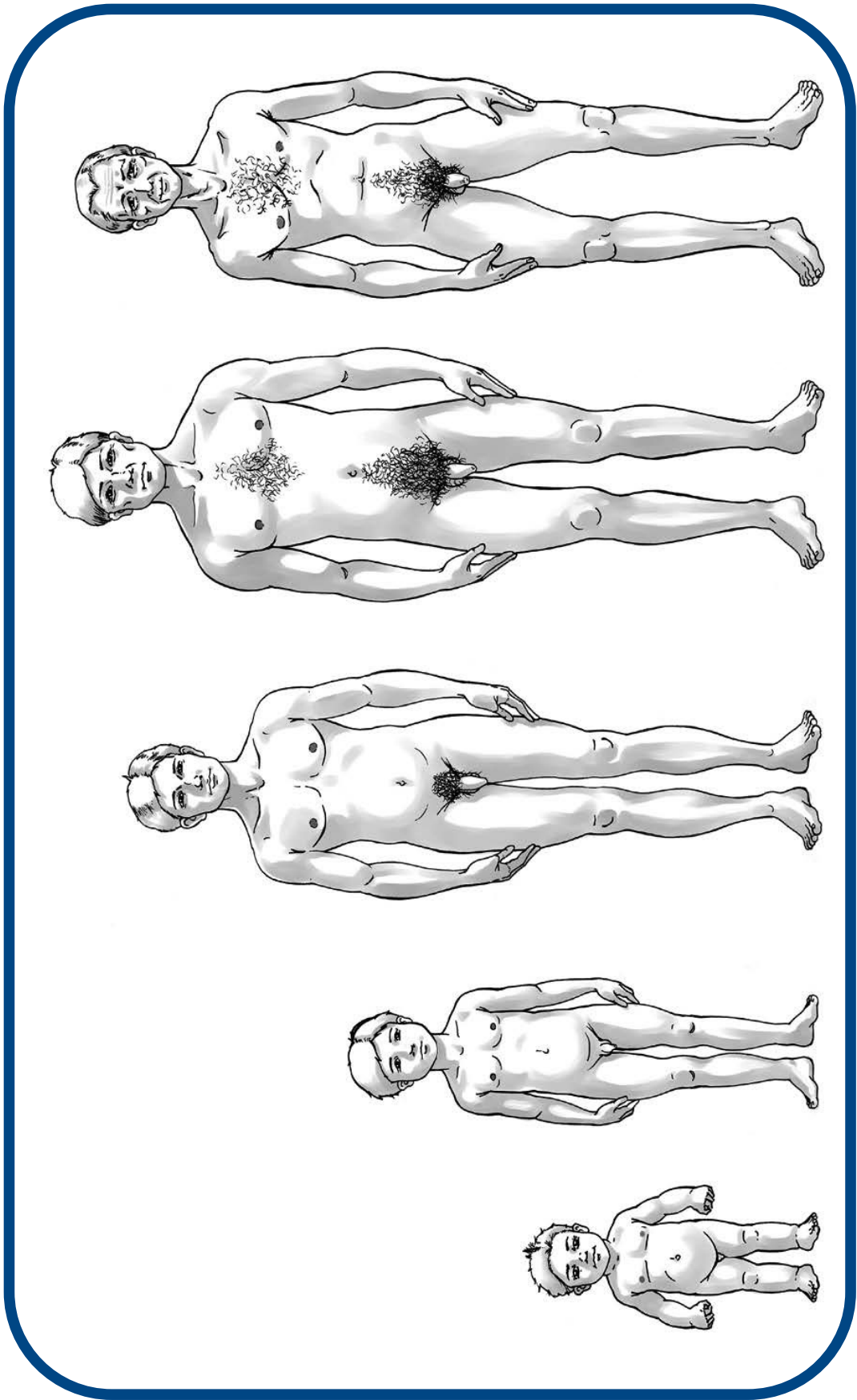
Growing up from a child into an adult is sometimes called puberty.

Puberty can happen between the age of 9 and 16.

Our bodies change a lot during puberty.

Look at the picture of naked people (see next page), this shows how a boy grows up to be a man.

How many changes can you see?



BODY CHANGES - FEMALE

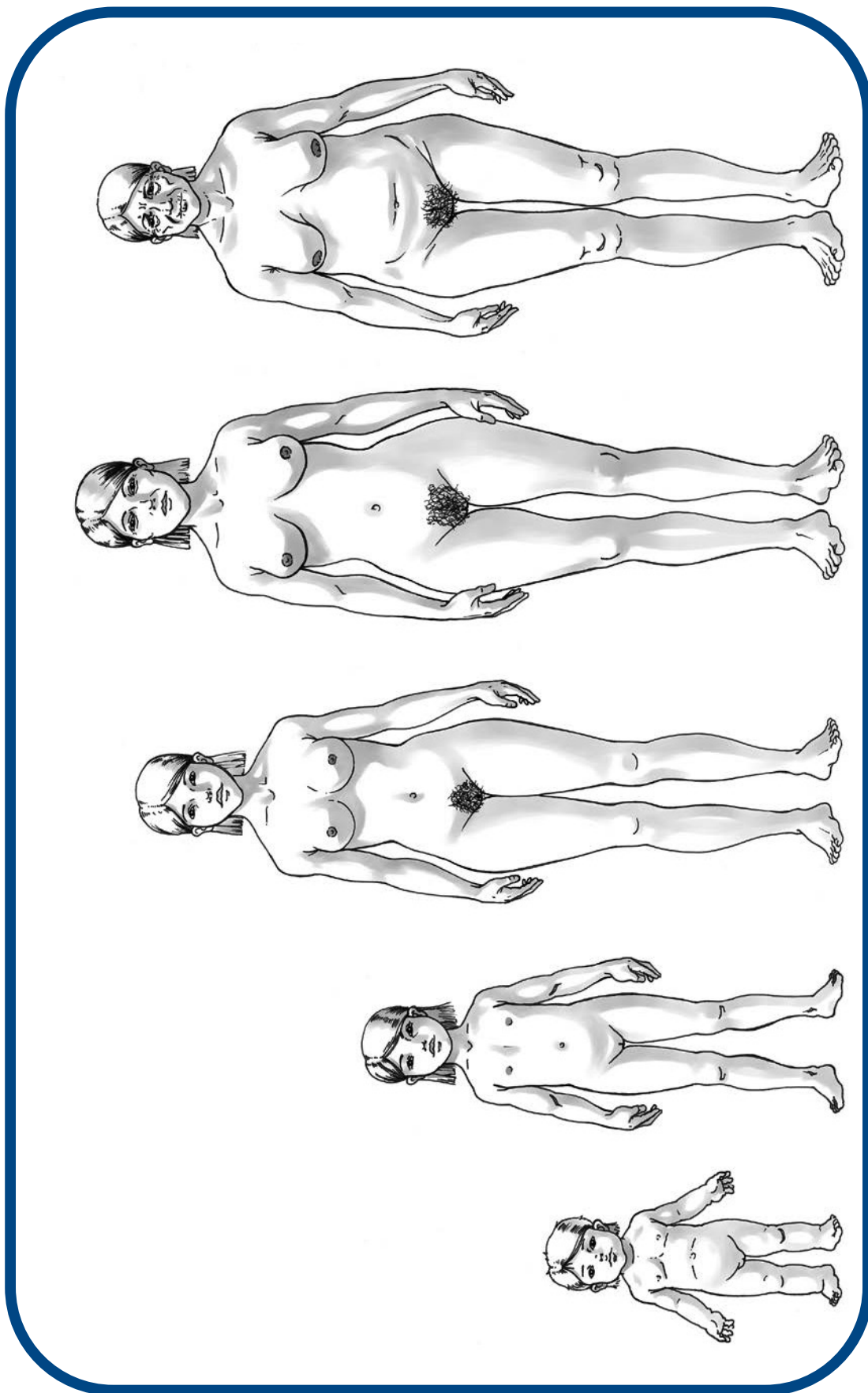
Growing up from a child into an adult is sometimes called puberty.

Puberty can happen between the age of 9 and 16.

Our bodies change a lot during puberty.

Look at the picture of naked people (see next page), this shows how a girl grows up to be a woman.

How many changes can you see?

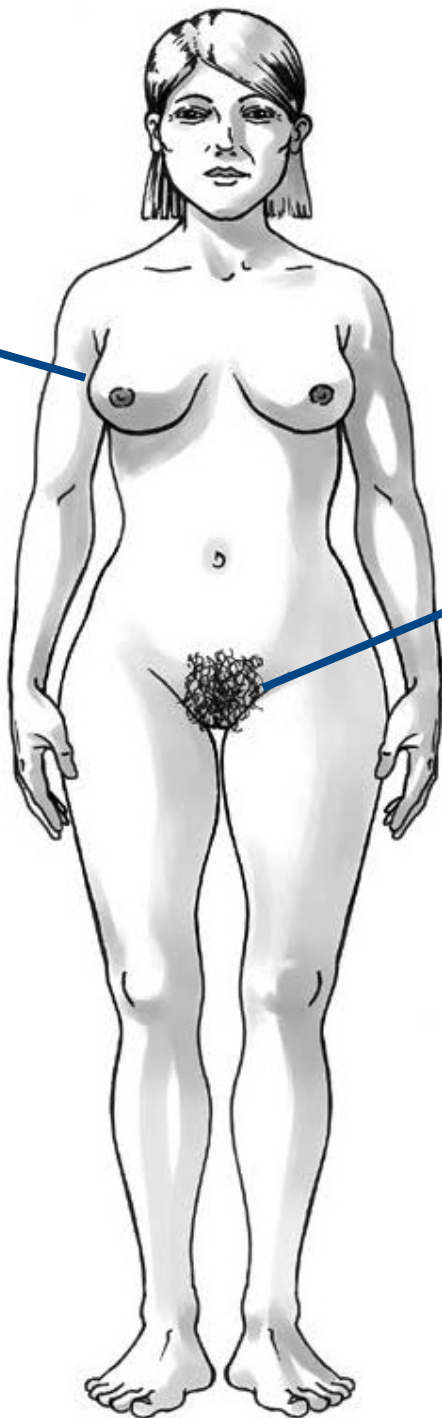


PRIVATE BODY CHANGES - FEMALE

These changes happen to a woman's body.

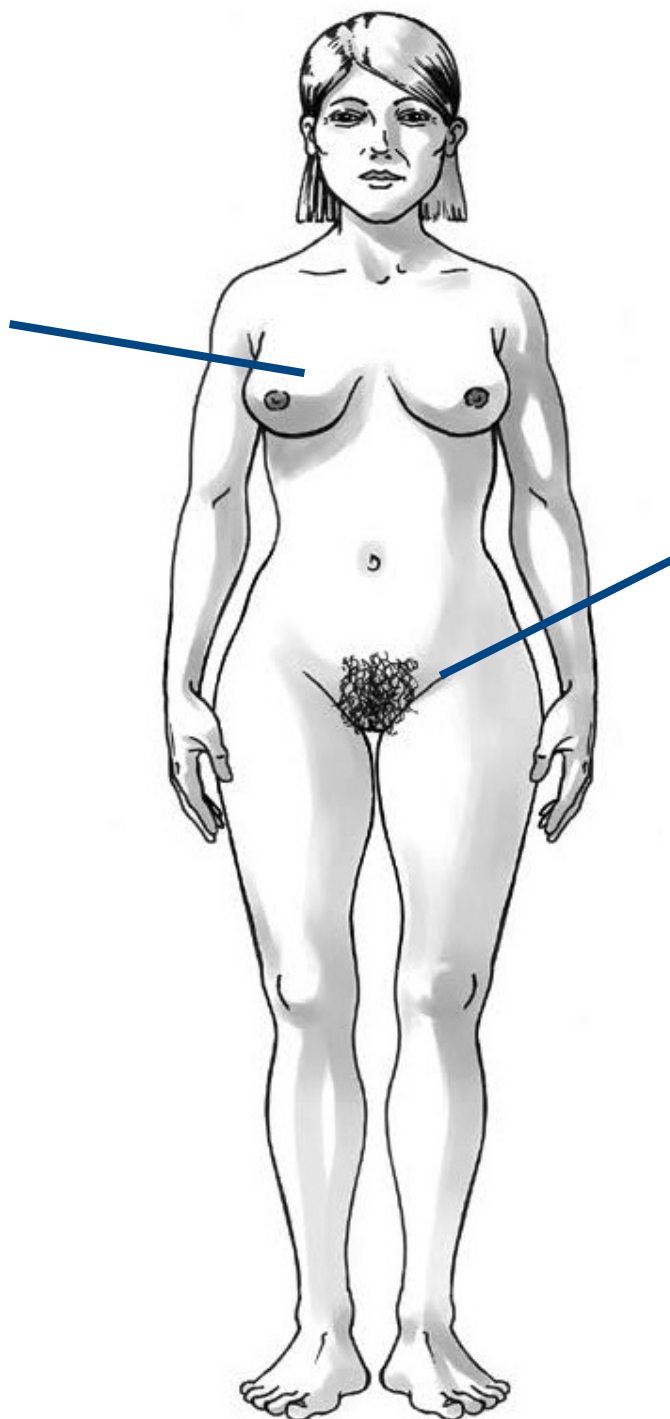
breasts get larger

hair around her vulva
(this is called pubic hair)



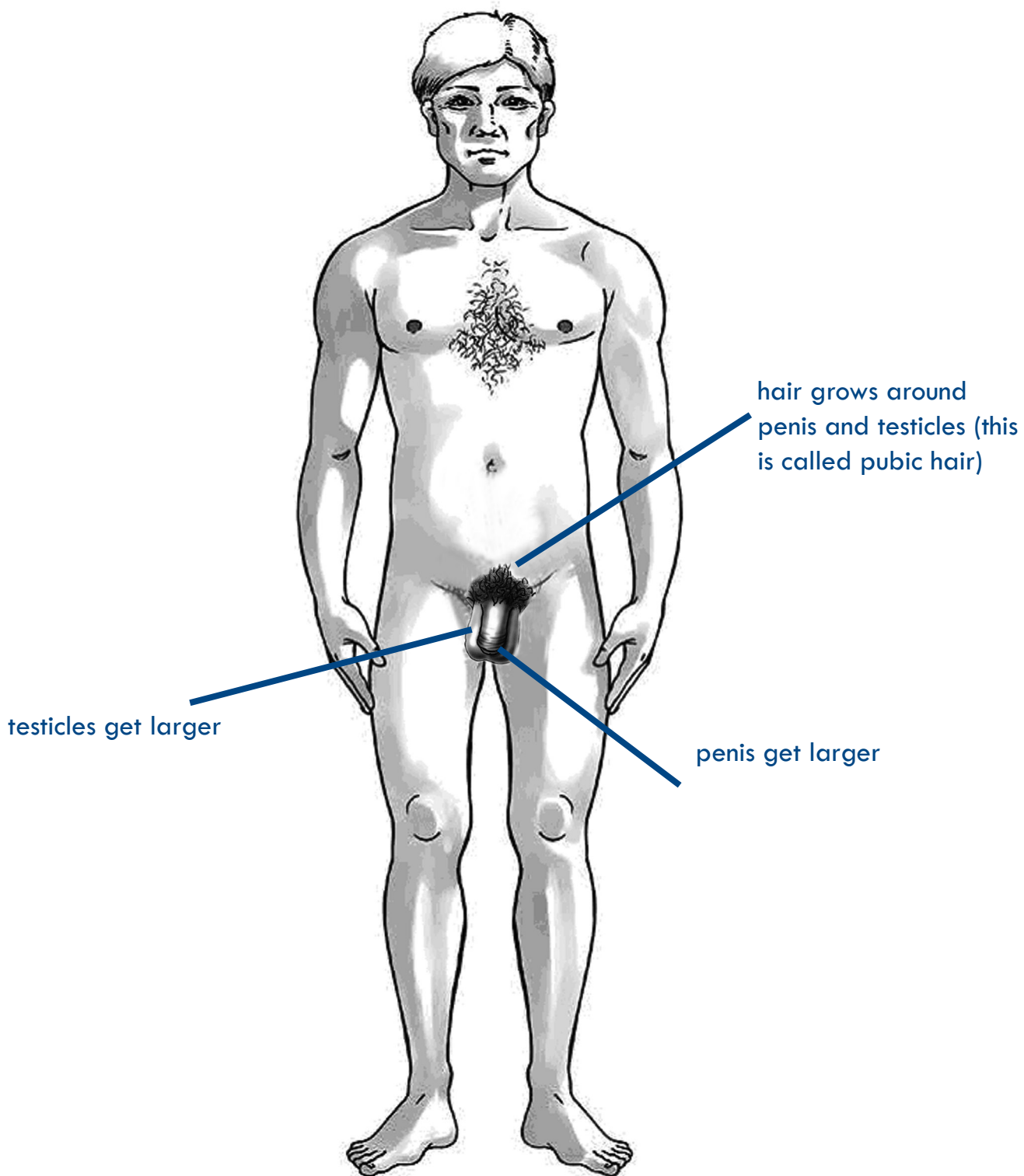
FILL IN THE PRIVATE BODY CHANGES - FEMALE

Name the body changes.



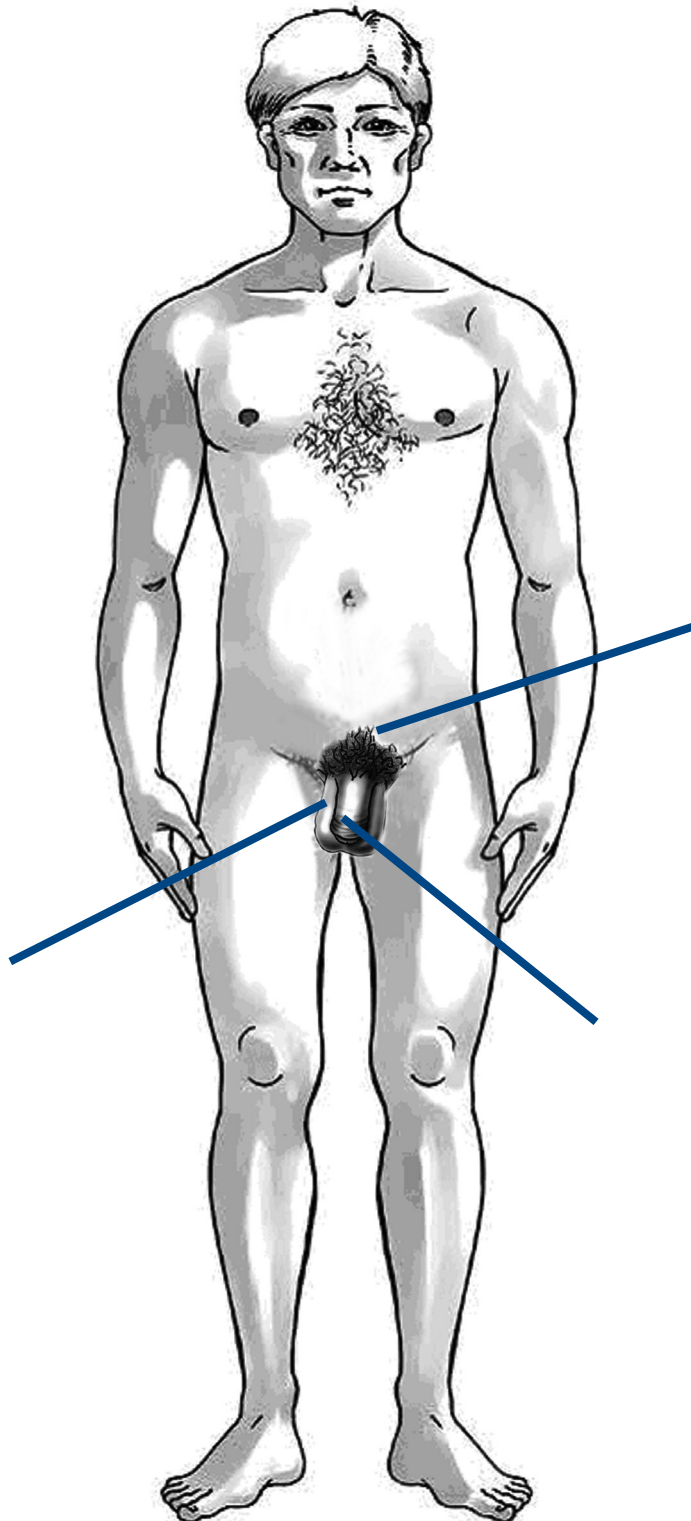
PRIVATE BODY CHANGES - MALE

These changes happen to a man's body.



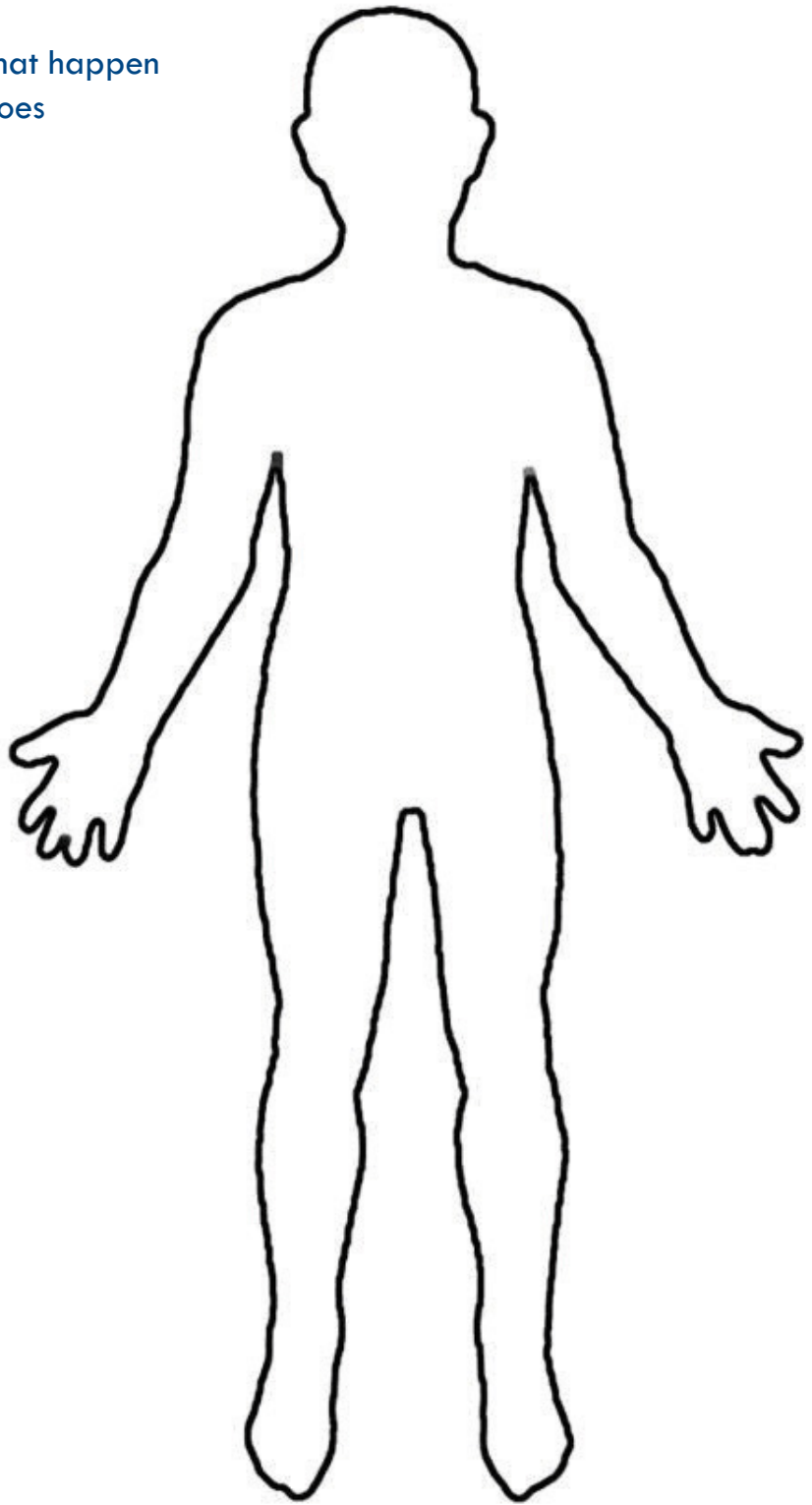
FILL IN THE PRIVATE BODY CHANGES - MALE

Name the body changes.



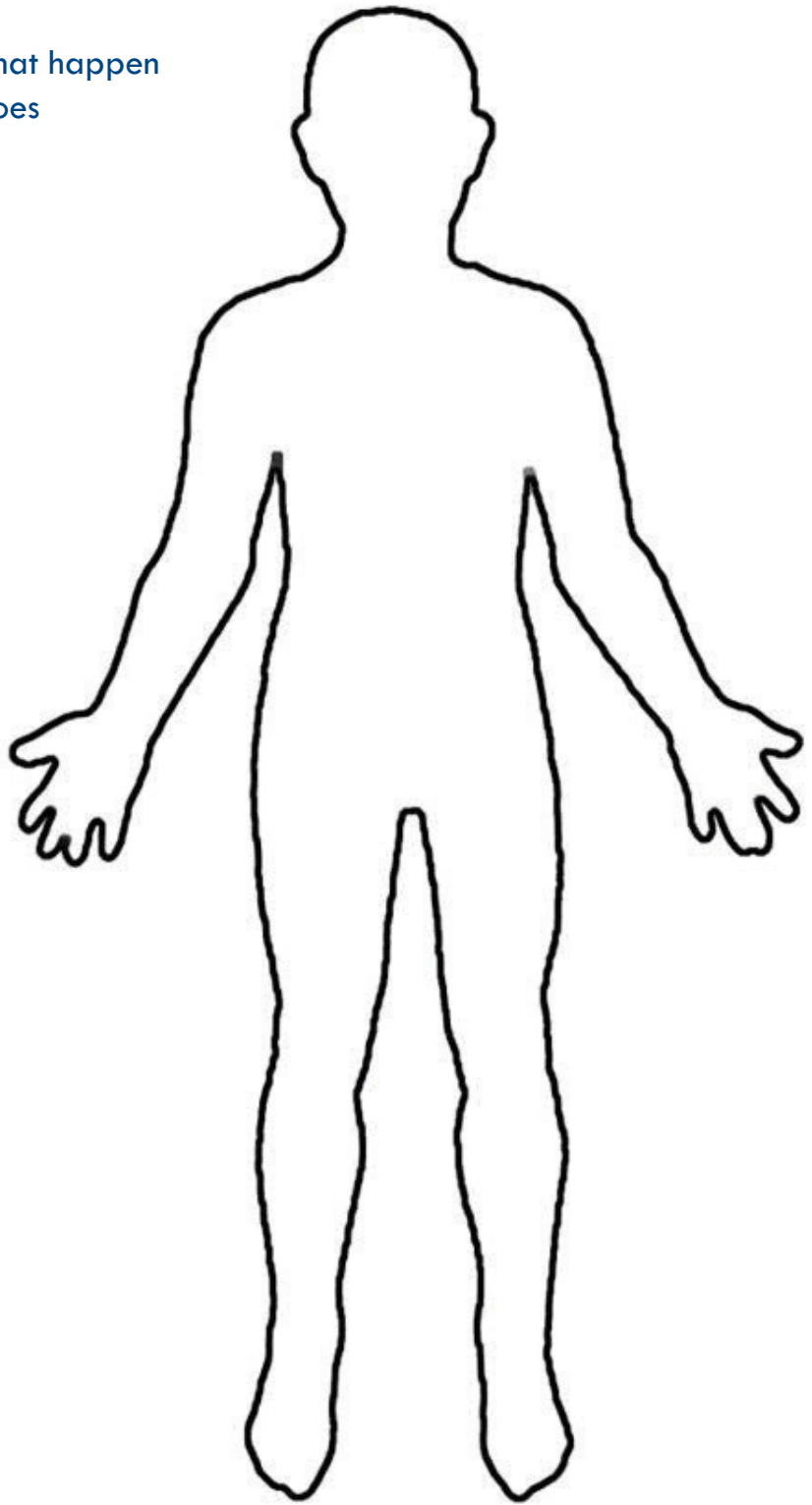
FEMALE BODY CHANGES

Draw on the physical changes that happen to a girl as she grows up and goes through puberty.



MALE BODY CHANGES

Draw on the physical changes that happen to a boy as he grows up and goes through puberty.



BODY CHANGES CHECKLIST

Here is a list of some of the things that happen during puberty.

Tick any you have heard of:

Body gets taller

☐

Hair grows on arms and legs

☐

Voice gets deeper

☐

Penis becomes erect

☐

Armpits are sweaty

☐

Hair becomes greasy

☐

Spots appear on face

☐

Period starts

☐

Wet dreams sometimes happen

☐

Feel sad sometimes

☐

Feel grumpy sometimes

☐

Pubic hair grows around vulva

☐

Pubic hair grows around testicles and penis

☐

* Do not worry if you have not heard of some of the body changes. We will be learning more about periods and wet dreams and other changes later in the workbook.

BODY CHANGES IN BOYS AND GIRLS

Here is a list of some of things that happen during puberty. Tick if they happen to a Boy or a Girl. Sometimes they happen to both.

	Boy	Girl
Body gets taller	<input type="checkbox"/>	<input type="checkbox"/>
Hair grows on arms and legs	<input type="checkbox"/>	<input type="checkbox"/>
Voice gets deeper	<input type="checkbox"/>	<input type="checkbox"/>
Penis becomes erect	<input type="checkbox"/>	<input type="checkbox"/>
Breasts get larger	<input type="checkbox"/>	<input type="checkbox"/>
Armpits are sweaty	<input type="checkbox"/>	<input type="checkbox"/>
Hair becomes greasy	<input type="checkbox"/>	<input type="checkbox"/>
Spots appear on face	<input type="checkbox"/>	<input type="checkbox"/>
Period starts	<input type="checkbox"/>	<input type="checkbox"/>
Wet dreams sometimes happen	<input type="checkbox"/>	<input type="checkbox"/>
Feel grumpy sometimes	<input type="checkbox"/>	<input type="checkbox"/>
Feel sad sometimes	<input type="checkbox"/>	<input type="checkbox"/>
Pubic hair grows around vulva	<input type="checkbox"/>	<input type="checkbox"/>
Pubic hair grows around testicles and penis	<input type="checkbox"/>	<input type="checkbox"/>

Can you remember at what age puberty can start?

* We will be learning more about periods, erections and wet dreams later in the workbook.

This section includes:

- Public and private places
- Public and private places at home
- Private body parts - Male
- Private body parts - Female
- Male and female underwear
- Places to be naked
- Reasons to be naked
- Who can see me naked?

Some activities need additional guidance, or can be expanded:

Public and private places and Public and private places at home

It is a good idea to ask parents or carers where the student can have private time alone at home:

- Do they get time alone in the bathroom?
- Do they get time alone in the bedroom?
- What happens if they share with a sibling?

Private body parts - Male and Private body parts - Female

A chance to re-cap on the private body parts from previous sections.

Male and female underwear

A repeat of an exercise in our bodies. Can also be done using a clothes box.

Places to be naked

Some young people will respond better to places they identify with. For example their school, the street outside, the school toilets, their own bedroom, their own bathroom etc when teaching about public and private places. It may be useful to take photographs of places at home and at school.

Reasons to be naked

Being naked in a bedroom may include looking at their own bodies, touching their own bodies or masturbating. It may also include having sex. If the student does not come up with these ideas, you may want to suggest that some people do these things in private in their bedroom.

Teachers Notes

Who can see me naked?

Students can choose who they are comfortable being naked in front of, and in what situation. This may include boyfriends and girlfriends.

PUBLIC AND PRIVATE PLACES

Worksheets

A place is public if other people are there or other people might come there while you are there.

A place is private if other people are not there, and are unlikely to come there.

Look at the following pictures.

Which do you think are PUBLIC places and which are PRIVATE places?



Bathroom

PUBLIC AND PRIVATE PLACES

Look at the following pictures.

Which do you think are PUBLIC places and which are PRIVATE places?



Supermarket



Classroom

PUBLIC AND PRIVATE PLACES

Look at the following pictures.

Which do you think are PUBLIC places and which are PRIVATE places?



Bedroom



Swimming Pool

PUBLIC AND PRIVATE PLACES

Look at the following pictures.

Which do you think are PUBLIC places and which are PRIVATE places?



Bus

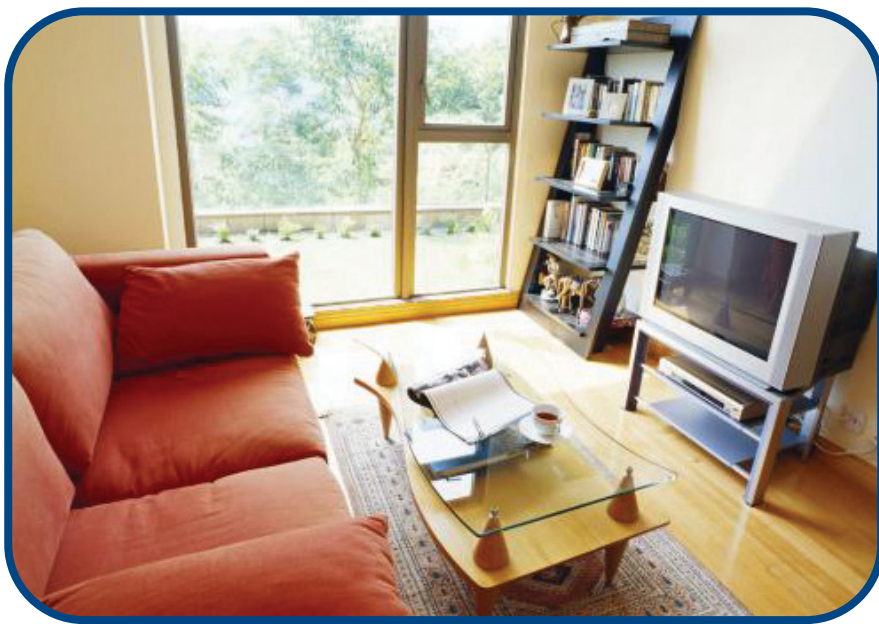


Playground

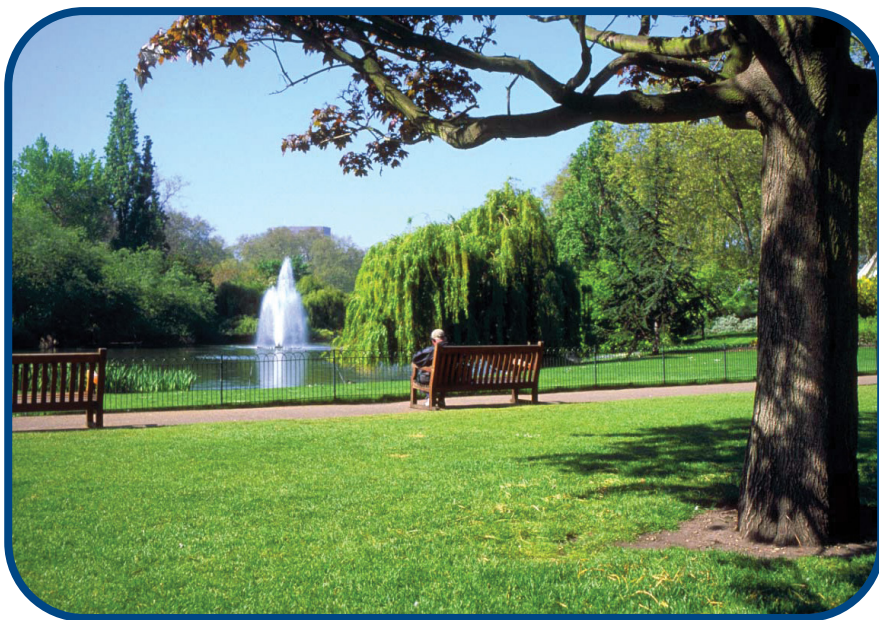
PUBLIC AND PRIVATE PLACES

Look at the following pictures.

Which do you think are PUBLIC places and which are PRIVATE places?



Living Room



Park

PUBLIC AND PRIVATE PLACES AT HOME

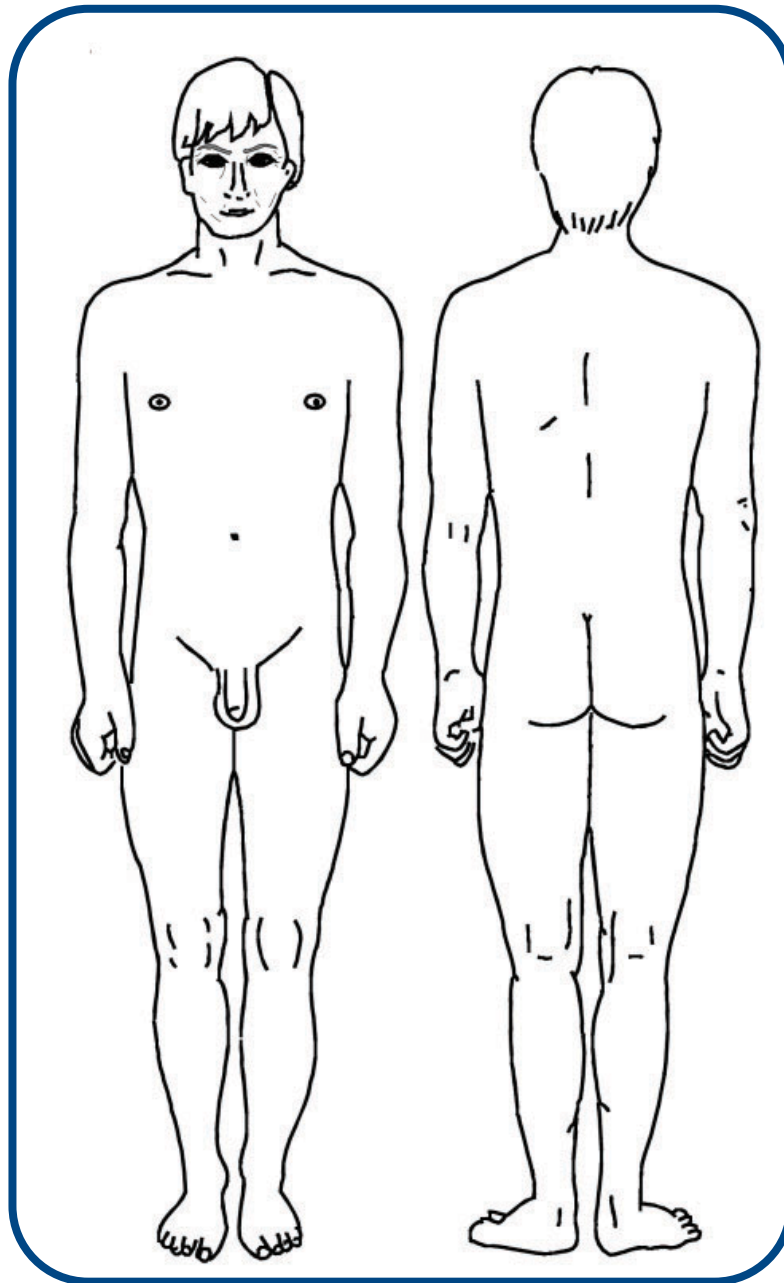
Name the private places in your house. These are places where you can be on your own.

Draw a picture of the PRIVATE places in your home or take photographs and stick them in.

PRIVATE BODY PARTS - MALE

PRIVATE parts of the body are parts of the body that other people should not see or touch, unless you want them to.

Can you remember the correct names for PRIVATE parts of the body?

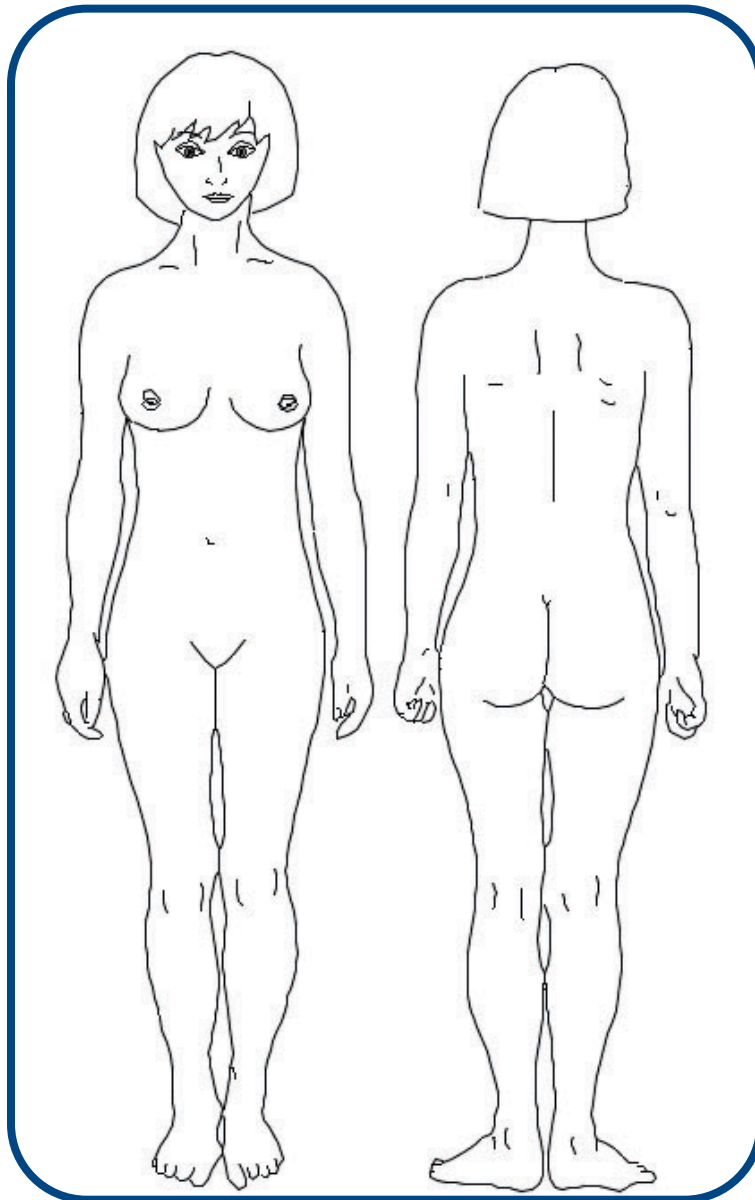


The PRIVATE parts of a man are _____

PRIVATE BODY PARTS - FEMALE

PRIVATE parts of the body are parts of the body that other people should not see or touch, unless you want them to.

Can you remember the correct names for PRIVATE parts of the body?



The PRIVATE parts of a woman are _____

MALE AND FEMALE UNDERWEAR

Underwear are clothes that we wear over private parts of the body.

Who would wear pants? _____

Name the parts of the body that pants would cover:

Who would wear a vest? _____

Name the parts of the body that a vest would cover:

Who would wear a bra? _____

Name the parts of the body that a bra would cover:

PLACES TO BE NAKED

It is OK to be naked (have no clothes on) and to look at your own body. This helps us to see how our own bodies are growing and changing. Remember this must be done in PRIVATE.

Tick the pictures which show places where it is OK to take your clothes off and be naked.



Bathroom



Bedroom

PLACES TO BE NAKED

Tick the pictures which show places where it is OK to take your clothes off and be naked.



Swimming Pool



Playground

PLACES TO BE NAKED

Tick the pictures which show places where it is OK to take your clothes off and be naked.



Changing Room



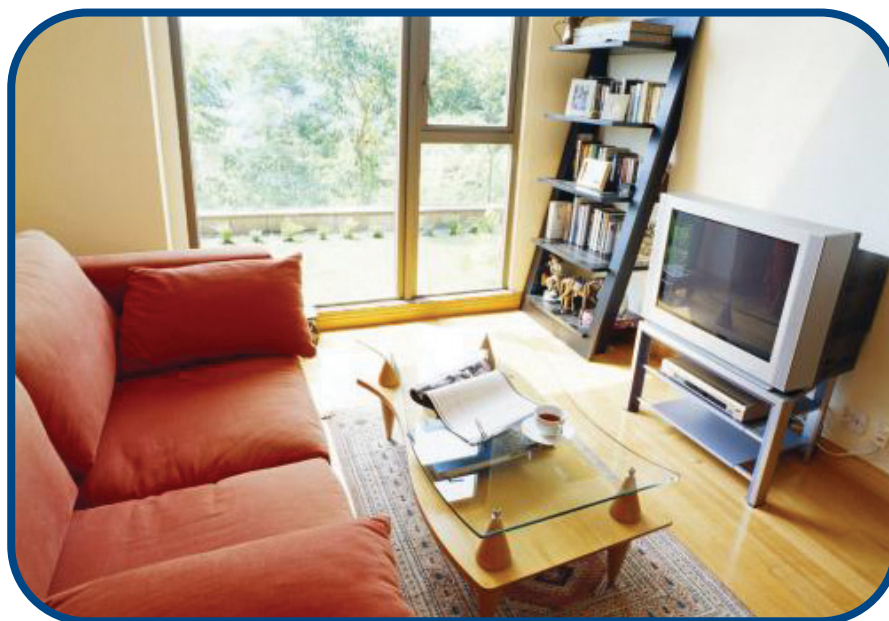
Park

PLACES TO BE NAKED

Tick the pictures which show places where it is OK to take your clothes off and be naked.



Beach



Living Room

REASONS TO BE NAKED

Why might you be naked in your bedroom?

Why might you be naked in a changing room in a shop?

Why might you be naked in your bathroom?

Sometimes you may have to take some clothes off to be examined by a doctor or a nurse, but you should have someone with you. Who goes with you to see the doctor or nurse?

WHO CAN SEE ME NAKED?

Look again at your Circle of Friendships from family and friendships section and think about all the people that you know.

Is it OK for any of those people to see you naked?

Write down who is allowed to see you naked.

This section includes:

- Puberty changes - Female
- Puberty changes - Male
- Inside a boys body
- Inside a girls body
- Inside our bodies
- Boys growing up
- Girls growing up
- Hormones
- Coping with emotions
- Being attracted to someone
- Attraction
- Talking about puberty and private things
- Body changes reminder

Some activities need additional guidance, or can be expanded:

Puberty changes - Female, Puberty changes - Male, Inside a boys body, Inside a girls body, Inside our bodies, Boys growing up and Girls growing up

These activities may benefit from drawing a large body outline with private body parts on.

Students should also be encouraged to explore where their own body parts are. They could do this at home, at bathtime, or in private with a mirror. Parents could support them with this if they need help with bathing or changing.

‘These are your testicles, this is where semen and sperm are made’.

‘This is where your ovaries are, but they are inside you. This is where your eggs are stored’.

It can be difficult to think about things INSIDE your body, so these activities may take time and may need to be repeated.

Hormones and Coping with emotions

Add any emotions that might be particular to that student (for example, frustrated).
Develop coping strategies as necessary.

Teachers Notes

Being attracted to someone and Attraction

Introduce wanting to have sex, if appropriate. If done as a class exercise, students could role play meeting someone and having feelings of attraction (you would probably need a script).

Talking about puberty and private things

Identify people in school that students can go to for help or advice.

Body changes reminder

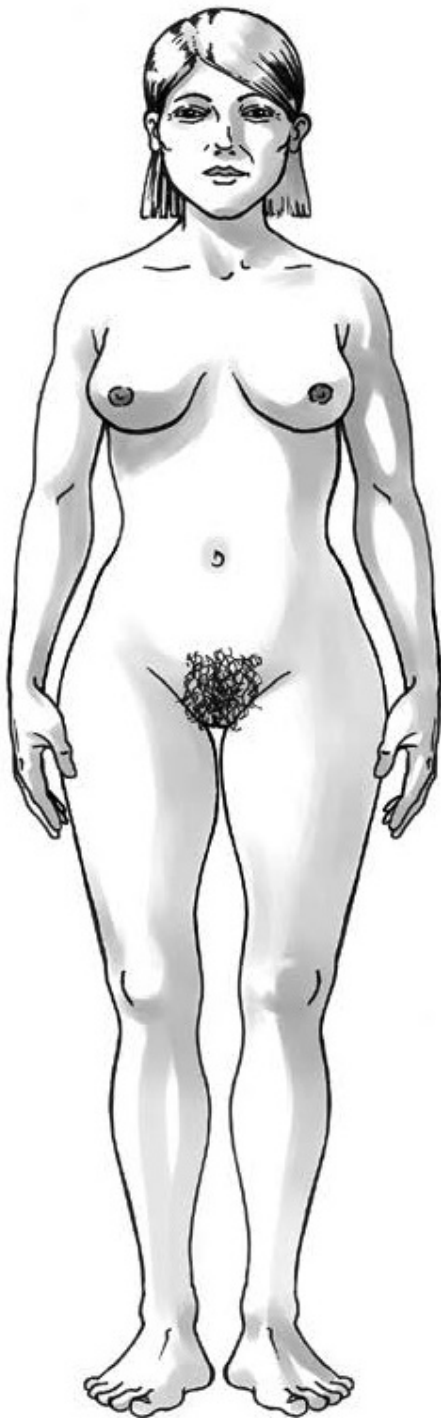
A recap on the exercise from growing up.

PUBERTY CHANGES **FEMALE**

Worksheets

During puberty, boys and girls bodies change as they grow up.

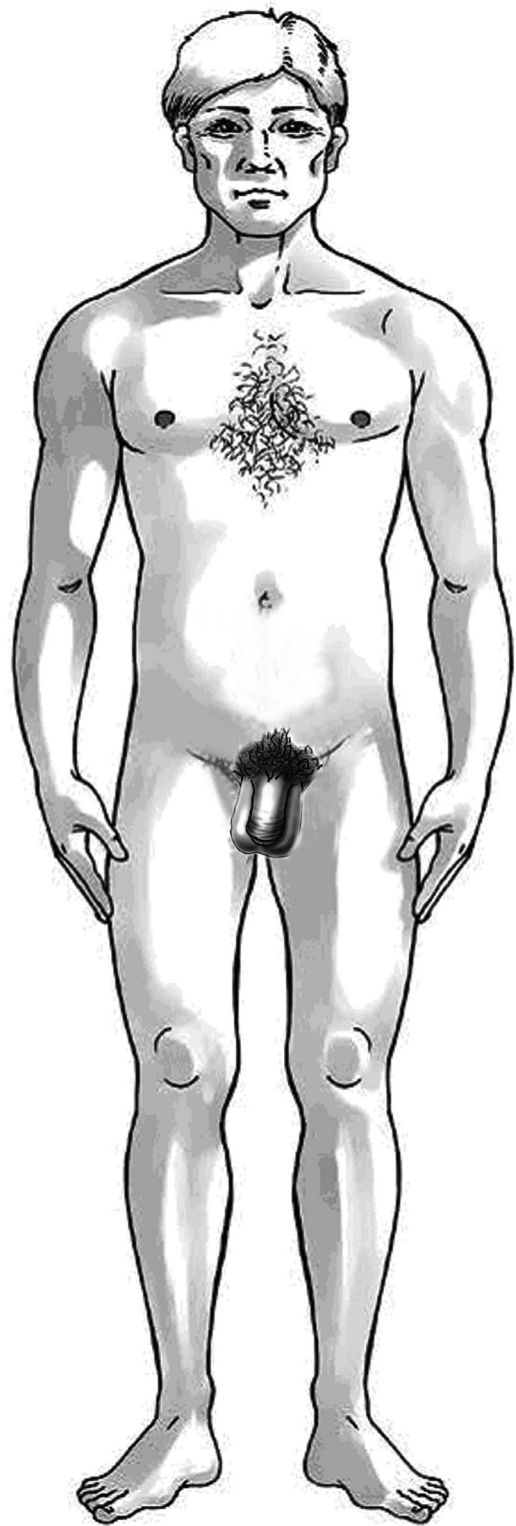
Can you remember the changes?



PUBERTY CHANGES - MALE

During puberty, boys and girls bodies change as they grow up.

Can you remember the changes?



INSIDE A BOYS BODY

During puberty, changes happen in a boy's body.

Some of these changes take place inside his testicles.

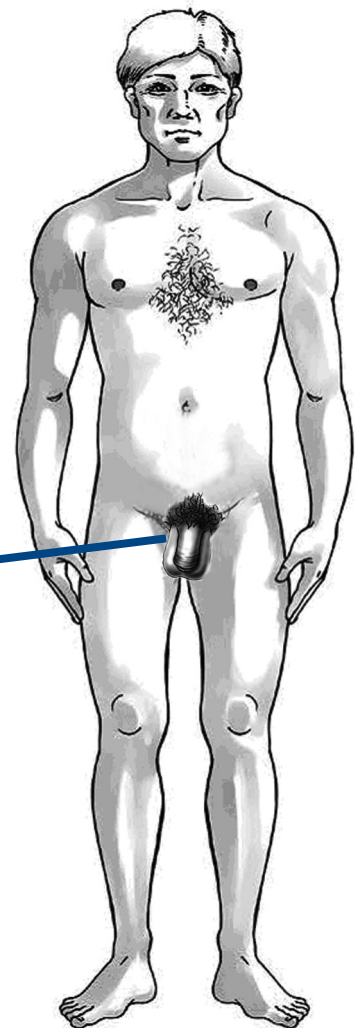
When a boy starts to grow in to a man, he produces a creamy liquid in his testicles.

This creamy liquid is called semen.

Semen is a liquid that contains sperm.

When a boy grows in to a man, the sperm is needed to make a baby.

changes happen
inside a man's testicles



What does a man produce in his testicles?

INSIDE A GIRLS BODY

During puberty, changes happen in a girl's body.

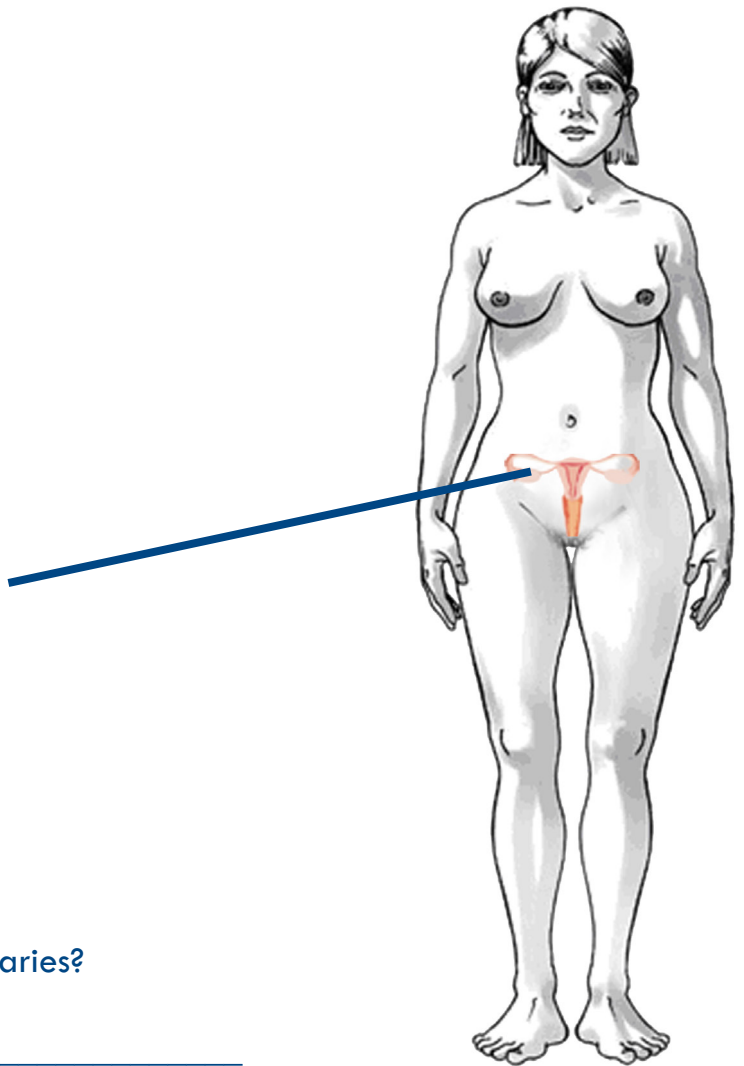
Some of these changes take place in her womb and ovaries.

When a girl starts to grow in to a woman, she releases tiny eggs that are stored inside her body.

These tiny eggs are in her ovaries and are too small to see.

When a girl grows in to a woman, she can use her eggs to make a baby.

ovaries are inside the
body (just at the top
of her pubic hair)

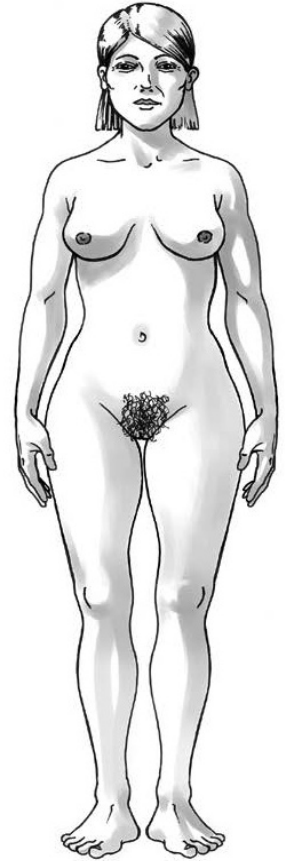


What does a woman produce in her ovaries?

INSIDE OUR BODIES

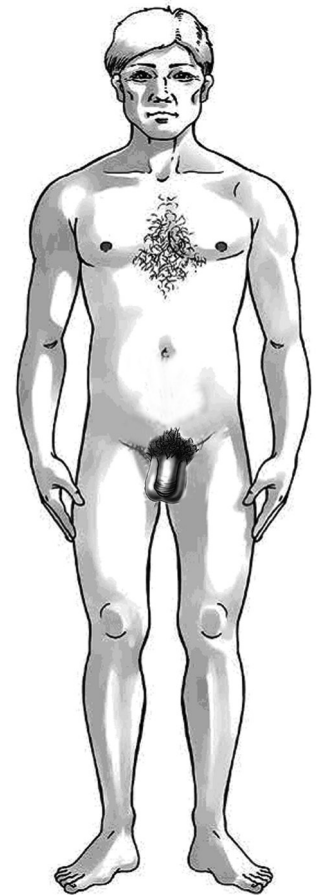
Draw a line to where the ovaries are inside a woman's body. This is where her eggs are stored.

ovaries



Draw a line to the man's testicles. This is where his sperm is made.

testicles



BOYS GROWING UP

A boy will know when he starts to produce sperm and semen in his testicles.

His penis will sometimes become hard and stiff and stick out from his body.

This is called an erection and it will feel nice.

When his penis is hard and stiff, a creamy liquid might come out of the end of it.
This is semen and sperm.

When semen and sperm come out of the end of a boy's penis, this is called ejaculating.

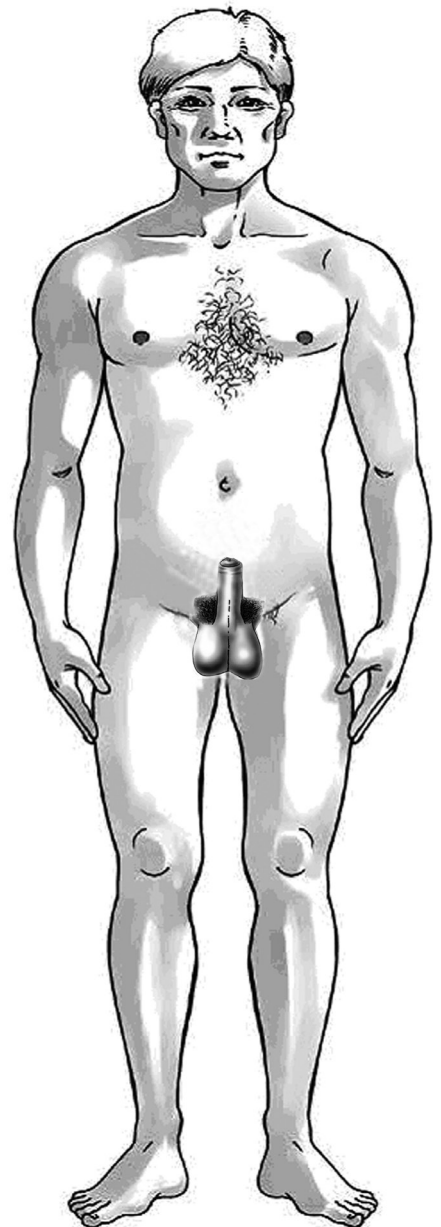
Erections are normal for boys.

Ejaculating semen and sperm is normal for boys.

Draw a line to where the semen and sperm are made in the man's testicles.

Draw a line to the man's penis, where the semen and sperm ejaculate from.

*We will learn more about erections and ejaculating in the erections and wet dreams section of the workbook.



GIRLS GROWING UP

When a girl grows up she releases a tiny egg from her ovaries.

This happens once a month.

If she does not use the egg to have a baby, she will bleed for a few days.

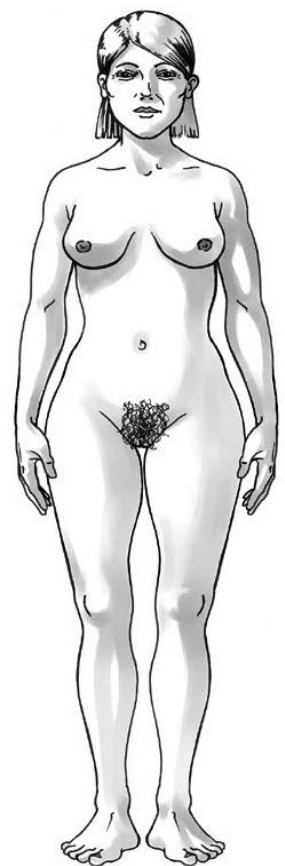
This is called a period.

The blood comes from the girls vagina.

Periods are normal for girls and means that she is growing up.

Draw a line to the woman's ovaries (inside her body). This is where her eggs are stored.

Draw a line to the girls vulva. This is where blood comes from once a month if she is not having a baby.



* We will learn more about periods in the periods section of the workbook.

HORMONES

As our bodies grow and change they produce chemicals called hormones.
Hormones are inside our bodies.

Hormones can also change the way we feel sometimes when we are growing up.
Tick any of the emotions you might feel sometimes.

Happy	<input type="checkbox"/>
Sad	<input type="checkbox"/>
Grumpy	<input type="checkbox"/>
Tired	<input type="checkbox"/>
Frightened	<input type="checkbox"/>
Tense	<input type="checkbox"/>
Angry	<input type="checkbox"/>
Nervous	<input type="checkbox"/>
Worried	<input type="checkbox"/>
Upset	<input type="checkbox"/>
Afraid	<input type="checkbox"/>
Confused	<input type="checkbox"/>

COPING WITH EMOTIONS

The words below describe emotions, or how we feel. Draw a face that shows each emotion and answer the questions.

SAD



If you were SAD, how would you make yourself feel better?

WORRIED

If you were WORRIED, how would you make yourself feel better?

UPSET

If you were UPSET, how would you make yourself feel better?

ANGRY

If you were ANGRY, how would you make yourself feel better?

FRIGHTENED

If you were FRIGHTENED, how would you make yourself feel better?

BEING ATTRACTED TO SOMEONE

Our hormones can make us feel differently about other boys and girls.

We might be attracted to someone else, or fancy them.

This is normal and part of growing up.

These are some things people might think when they are attracted to someone, or fancy them.

I fancy you

I like you

I want to spend time with you

I want to be close to you

I want you to be my boyfriend

I want you to be my girlfriend

I want to kiss you

I want to touch you

I want to cuddle you

I want to hold your hand

I love you

Can you think of any others?

Attraction

Have a look at the pictures. What might they be thinking if they fancied each other?



Attraction

Have a look at the pictures. What might they be thinking if they fancied each other?



Attraction

Have a look at the pictures. What might they be thinking if they fancied each other?



TALKING ABOUT PUBERTY AND PRIVATE THINGS

Who could you talk to about:

Growing up?

Your body changing?

Having a period?

Having an erection or wet dream?

Wanting to have a boyfriend or
girlfriend?

Having a boyfriend or girlfriend?

Feeling sad?

Feeling angry?

Being in love?

BODY CHANGES REMINDER

Here is a list of some of things that happen during puberty. Tick if they happen to a Boy or a Girl. Sometimes they happen to both.

	Boy	Girl
Body gets taller	<input type="checkbox"/>	<input type="checkbox"/>
Hair grows on arms and legs	<input type="checkbox"/>	<input type="checkbox"/>
Voice gets deeper	<input type="checkbox"/>	<input type="checkbox"/>
Penis becomes erect	<input type="checkbox"/>	<input type="checkbox"/>
Breasts get larger	<input type="checkbox"/>	<input type="checkbox"/>
Armpits are sweaty	<input type="checkbox"/>	<input type="checkbox"/>
Hair becomes greasy	<input type="checkbox"/>	<input type="checkbox"/>
Spots appear on face	<input type="checkbox"/>	<input type="checkbox"/>
Eggs are produced from the ovaries	<input type="checkbox"/>	<input type="checkbox"/>
Period starts	<input type="checkbox"/>	<input type="checkbox"/>
Wet dreams sometimes happen	<input type="checkbox"/>	<input type="checkbox"/>
Semen and sperm are produced in the testicles	<input type="checkbox"/>	<input type="checkbox"/>
Feel grumpy sometimes	<input type="checkbox"/>	<input type="checkbox"/>
Feel sad sometimes	<input type="checkbox"/>	<input type="checkbox"/>
Pubic hair grows around vulva	<input type="checkbox"/>	<input type="checkbox"/>
Pubic hair grows around testicles and penis	<input type="checkbox"/>	<input type="checkbox"/>
Start fancying boys or girls	<input type="checkbox"/>	<input type="checkbox"/>

Can you remember at what age puberty can start?

* We will be learning more about periods, erections and wet dreams later in the workbook.

This section includes:

- Erections
- What causes an erection?
- What causes an erection? - Memory game
- Why do boys produce semen and sperm?
- Male body changes
- Private changes to boys bodies
- Wet dreams
- Erections and wet dreams quiz

Some activities need additional guidance, or can be expanded:

Erections, What causes an erection?, What causes an erection? - Memory game and Why do boys produce semen and sperm?

It may be easier to draw a large body outline for this exercise. Recap on the private body parts and draw on an erect penis and testicles.

Male body changes

This is a similar quiz to the one in 'growing up' but acts as a reminder that erections and wet dreams are just a natural part of puberty. Emphasise that boys will grow and change at different rates and everyone is different.

Private changes to boys bodies and Wet dreams

Discuss hygiene. What should a boy do if he has wet pyjamas or wet sheets? Wash hands, wash his penis and testicles, find new bedding and pyjamas.

Talk to parents of boys. Do their sons know where:

- to find clean bedding?
- to put dirty sheets?
- to find clean pyjamas?

Erections and wet dreams quiz

Emphasise that not all boys will have wet dreams and that is normal and OK.

Teachers Notes

Additional work with male students.

Social stories could be used to explain what a boy should do if he has an erection at school.

One example is below:

Sometimes a boy will have an erection in the morning when he wakes up.

Sometimes a boy will have an erection during the day, maybe if he is in school, college or work.

If you have an erection at school you should just sit still and not wander about.

One thing you can do if you have an erection when you are at school is to put your coat or bag in front of you.

This will hide your erection so nobody else can see.

After a while your erection will finish and your penis will become soft again.

- You can use Boardmaker symbols with the social story.
- The social story can be used at school and at home.

ERECTIONS

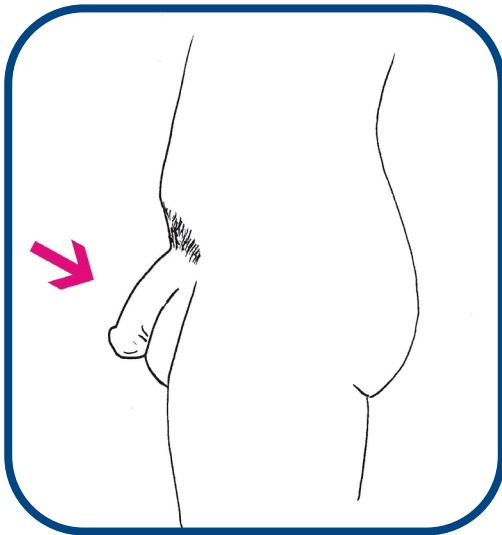
Worksheets

Sometimes a man's penis goes hard and sticks out from his body. This is called an erection.

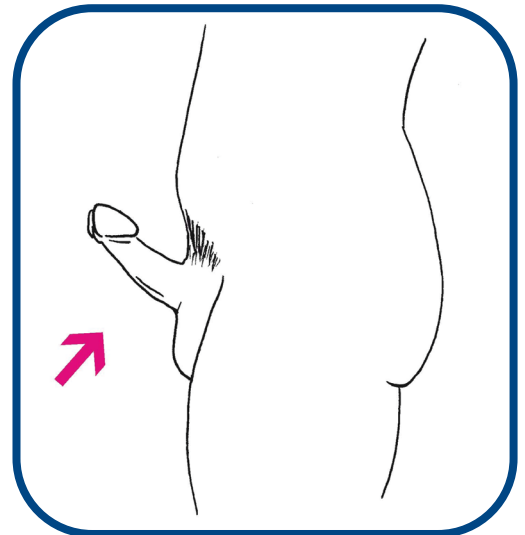
It is normal and nothing to be embarrassed about.

Sometimes an erection happens when a man feels sexy, or fancies someone, but sometimes it happens at other times.

When boys start to have erections they know they are growing up.



soft penis



erect penis

WHAT CAUSES AN ERECTION?

When a boy has an erection, his body releases chemicals called hormones.

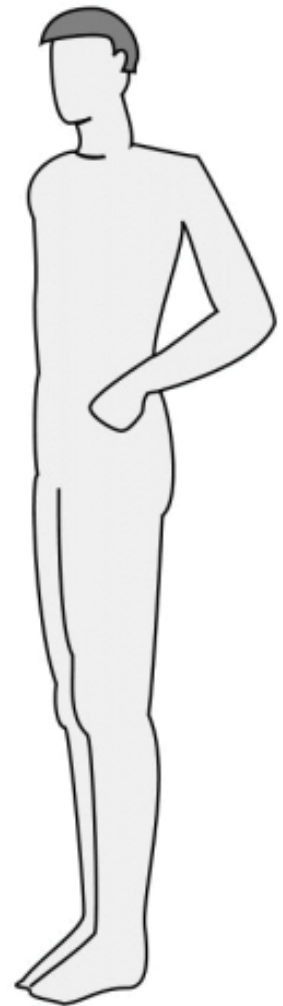
These hormones cause blood to flow in to his penis.

This is what makes his penis go hard and stick out from his body.

Erections can happen anytime.

After a while the erection will finish and his penis will become soft again.

Draw an erect penis on the body of this man.



WHAT CAUSES AN ERECTION? - MEMORY GAME

Can you remember the information about erections?

Fill in the missing words. They are at the bottom of the page to help you if you have forgotten.

When a boy has an erection, his body releases chemicals called

_____.

These hormones cause _____ to flow in to his penis.

This is what makes his penis go _____ and stick out from his body.

Erections can happen anytime.

After a while the erection will finish and his penis will become

_____ again.

blood

soft

hard

hormones

WHY DO BOYS PRODUCE SEMEN AND SPERM?

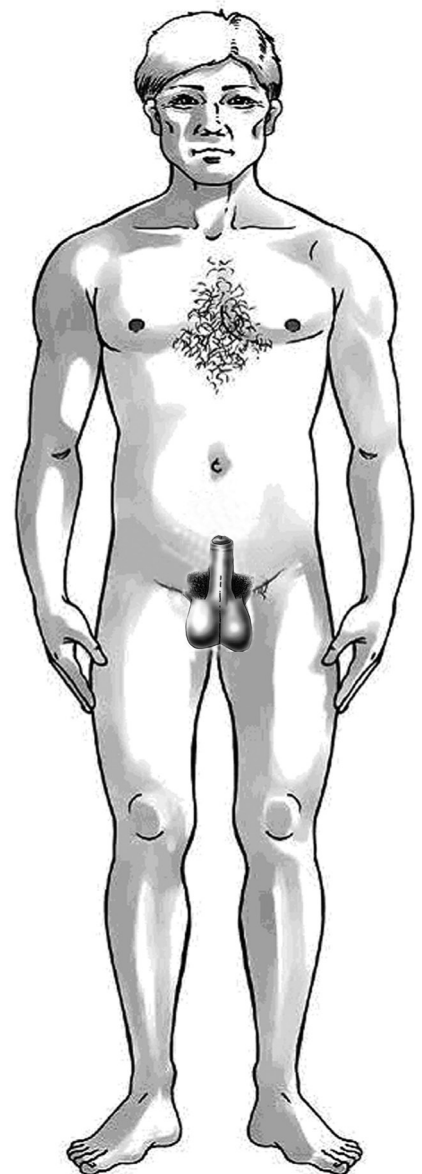
When a boy starts to grow in to a man, he produces semen and sperm in his testicles.

When he is an adult, he can use his semen and sperm to make a baby if he wants to.

Although a boy is too young to have a baby, his body will practice making sperm.

This is so his body is ready to have a baby when he grows up.

Draw a line to the man's testicles, where the semen and sperm is made.



MALE BODY CHANGES

Here is a list of some of the things that happen to boys during puberty.

Tick any you remember:

- | | |
|---|--------------------------|
| Body gets taller | <input type="checkbox"/> |
| Hair grows on arms and legs | <input type="checkbox"/> |
| Voice gets deeper | <input type="checkbox"/> |
| Hormones are made in his body | <input type="checkbox"/> |
| Penis becomes erect | <input type="checkbox"/> |
| Hair grows on chest | <input type="checkbox"/> |
| Penis gets larger | <input type="checkbox"/> |
| Armpits are sweaty | <input type="checkbox"/> |
| Hair becomes greasy | <input type="checkbox"/> |
| Spots appear on face | <input type="checkbox"/> |
| Testicles get larger | <input type="checkbox"/> |
| Semen and sperm ejaculate from the penis | <input type="checkbox"/> |
| Wet dreams sometimes happen | <input type="checkbox"/> |
| Pubic hair grows around testicles and penis | <input type="checkbox"/> |
| Semen and sperm are made in the testicles | <input type="checkbox"/> |

Add any more that you can think of:

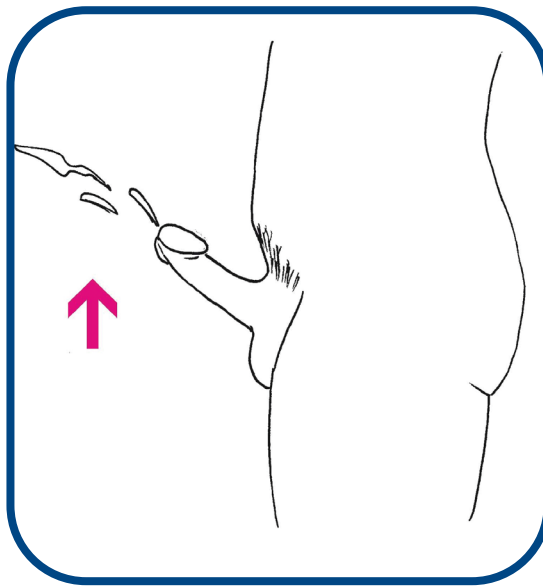
PRIVATE CHANGES TO BOYS BODIES

When a boy has an erection, sometimes a creamy liquid comes out of the end of his penis.

This creamy liquid is semen and sperm.

When semen and sperm come out of the end of a penis, it is called ejaculating.

Ejaculating semen and sperm is normal for boys, but it is private.



sperm ejaculates from the
erect penis

WET DREAMS

Sometimes a boy will get an erection while he is sleeping. Semen will ejaculate from his penis while he is sleeping. This is called a wet dream.

Boys usually start having wet dreams from about 11 or 12 years.

A wet dream happens when a boy is sleeping.

He may be having a nice or a sexy dream.

His penis will become hard. This is called an erection.

His penis will ejaculate and sperm will come out.

When the boy wakes up he may have wet pyjamas or sheets.

Wet dreams are normal for boys.

Most boys have wet dreams.



ERECTIONS AND WET DREAMS QUIZ

Please tick True or False.

	True	False
It is normal for boys to have erections	<input type="checkbox"/>	<input type="checkbox"/>
It is normal for boys to have wet dreams	<input type="checkbox"/>	<input type="checkbox"/>
All boys have wet dreams	<input type="checkbox"/>	<input type="checkbox"/>
Erections can happen any time	<input type="checkbox"/>	<input type="checkbox"/>
Wet dreams can happen any time	<input type="checkbox"/>	<input type="checkbox"/>
Wet dreams happen when a boy is sleeping	<input type="checkbox"/>	<input type="checkbox"/>
An erection is when a boy's penis becomes hard and sticks out from his body	<input type="checkbox"/>	<input type="checkbox"/>
Semen and sperm comes out of a boy's penis when he ejaculates	<input type="checkbox"/>	<input type="checkbox"/>
A boy makes semen and sperm in his testicles	<input type="checkbox"/>	<input type="checkbox"/>

This section includes:

- What is a period?
- Changes to girls during puberty
- Changes at puberty
- Inside a girls body
- Why do girls have periods?
- The female body
- Monthly periods
- Inside a woman's body
- What happens during a period?
- Period game
- Body changes - Quiz
- Menstrual cycle
- Products
- Find the answers (girls only)
- Periods - Quiz
- Period pains

Some activities need additional guidance, or can be expanded:

What is a period?, Inside a girls body?, Why do girls have periods?, The female body, Monthly periods, Inside a woman's body, What happens during a period? Period game and Menstrual cycle

These activities go into various details of menstruation. Some young women will not understand the biological elements of menstruation and will only need to know that periods happen once a month and how to manage this.

Boys should also learn about periods.

You could use a large body outline to show where the ovaries etc are located.

There are other images on the internet which may be helpful.

Changes to girls during puberty, Changes at puberty and Body changes - Quiz

A chance to recap on body changes and to emphasise that periods are another natural aspect of growing up.

Teachers Notes

Remind students that puberty will happen at different times for different people and this is normal and OK.

Products and Find the answers (girls only)

Bring products in to school to show students. You could use red dye to represent blood and show how sanitary towels fit in to pants. Make students aware of where they are kept in school.

Visit a supermarket or chemist to look at where you can buy products.

Ask parents or carers to talk to their daughters/young women about where sanitary protection is kept at home.

Periods - Quiz

Add more questions depending on ability.

Period pains

Discuss with the girls where they can go to for help in school if they have period pains.

Additional work with girls

When a girl starts her period it can be useful to have a diary or calendar to use at home and school to mark the days off. She can also plan ahead (to some extent) with regard to bringing sanitary wear to school. She may like to have a special toiletry bag to keep sanitary wear in.

Visit the school toilet to look at sanitary wear bins.

Social stories can help a young woman to understand and to manage her period, and to encourage personal hygiene.

She could make her own social story.

Stories or instructions can also be displayed in the toilets.

Create a periods chart with a list of times e.g. breakfast, lunch time, tea time, bed time etc. The young woman can tick when she changes her sanitary protection.

WHAT IS A PERIOD?

Worksheets

A period is when blood comes out of a girl or woman's vulva.

This usually happens once a month and lasts for a few days.

A girl can start her period between the age of 9 and 16.

It means that a girl is growing up.

It is normal and nothing to worry about.



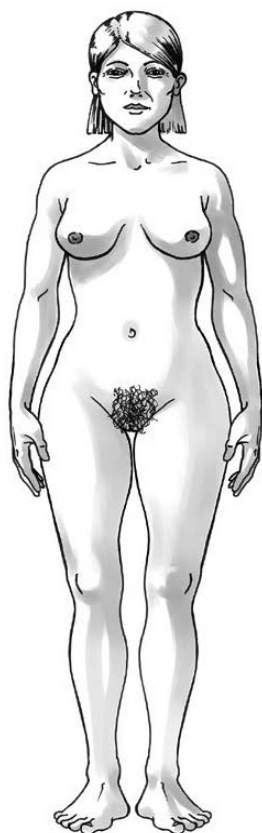
when a girl has her period she might find blood in her pants

CHANGES TO GIRLS DURING PUBERTY

Periods are part of growing up.

Can you remember any of the other changes to girls during puberty? (We looked at these in the growing up workbook).

Write them here:



CHANGES AT PUBERTY

Here is a reminder of some of the changes to girls during puberty.

Tick the ones you remember:

Her body gets taller

☐

She gets hair on arms and legs

☐

Hair grows in her armpits

☐

Her breasts get larger

☐

Hair grows around her vulva (this is called pubic hair)

☐

Her hips widen

☐

She starts her periods

☐

She starts to release eggs from her ovaries

☐

Add any more you can think of:

INSIDE A GIRLS BODY

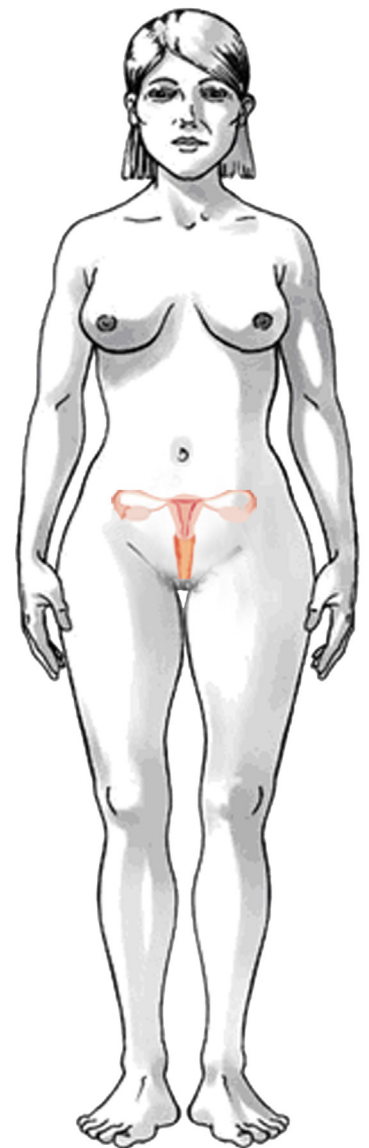
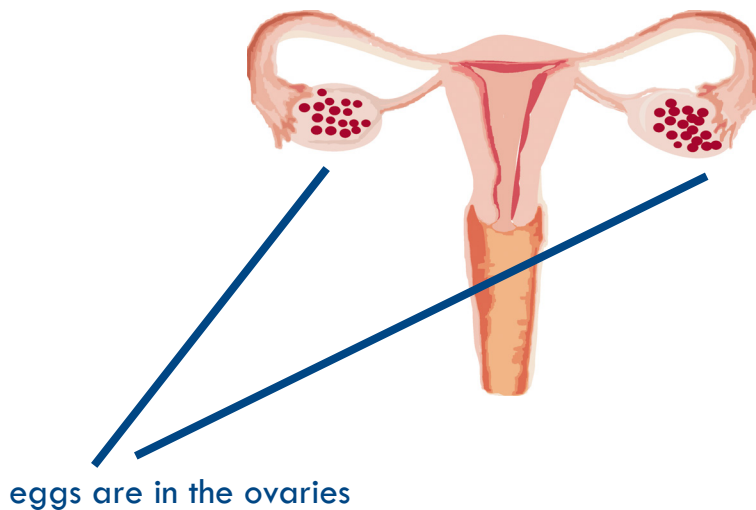
When a girl starts to grow in to a woman, she releases tiny eggs stored inside her body.

These tiny eggs are in her ovaries and are too small to see.

When the girl grows in to a woman, she can use these eggs to make a baby.

Although a girl is too young to have a baby, her body practises releasing eggs.

This is so her body is ready to have a baby when she grows up.



WHY DO GIRLS HAVE PERIODS?

When a girl grows into a woman she releases tiny eggs from her ovaries.

She releases a new tiny egg every month.

If her egg is not being used to make a baby, her period will start.

Blood will come down her vagina.

The blood and the tiny egg will come out of her vulva.

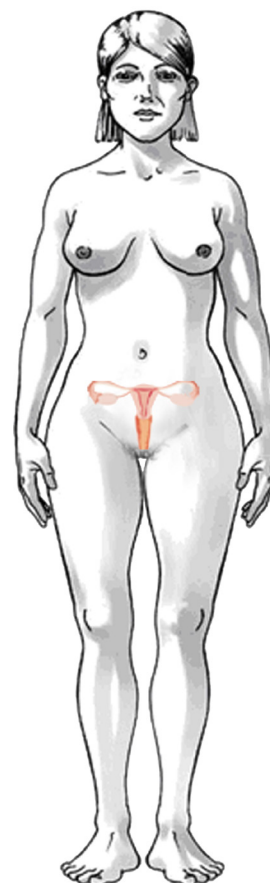


blood will come down the vagina and out of her vulva.

How often does a girl have a period?

THE FEMALE BODY

Draw a line to where the woman's ovaries are inside her body.
This is where her eggs are stored.



Draw a line to the woman's vulva. This is where blood comes
from each month when she has a period.



MONTHLY PERIODS

Periods happen every month and last for a few days.

Some girls like to mark the days of their period on a calendar.

September				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

If a girl counts 28 days from the 1st day of her period, she can see when her next period might happen.

This is not always exactly right.

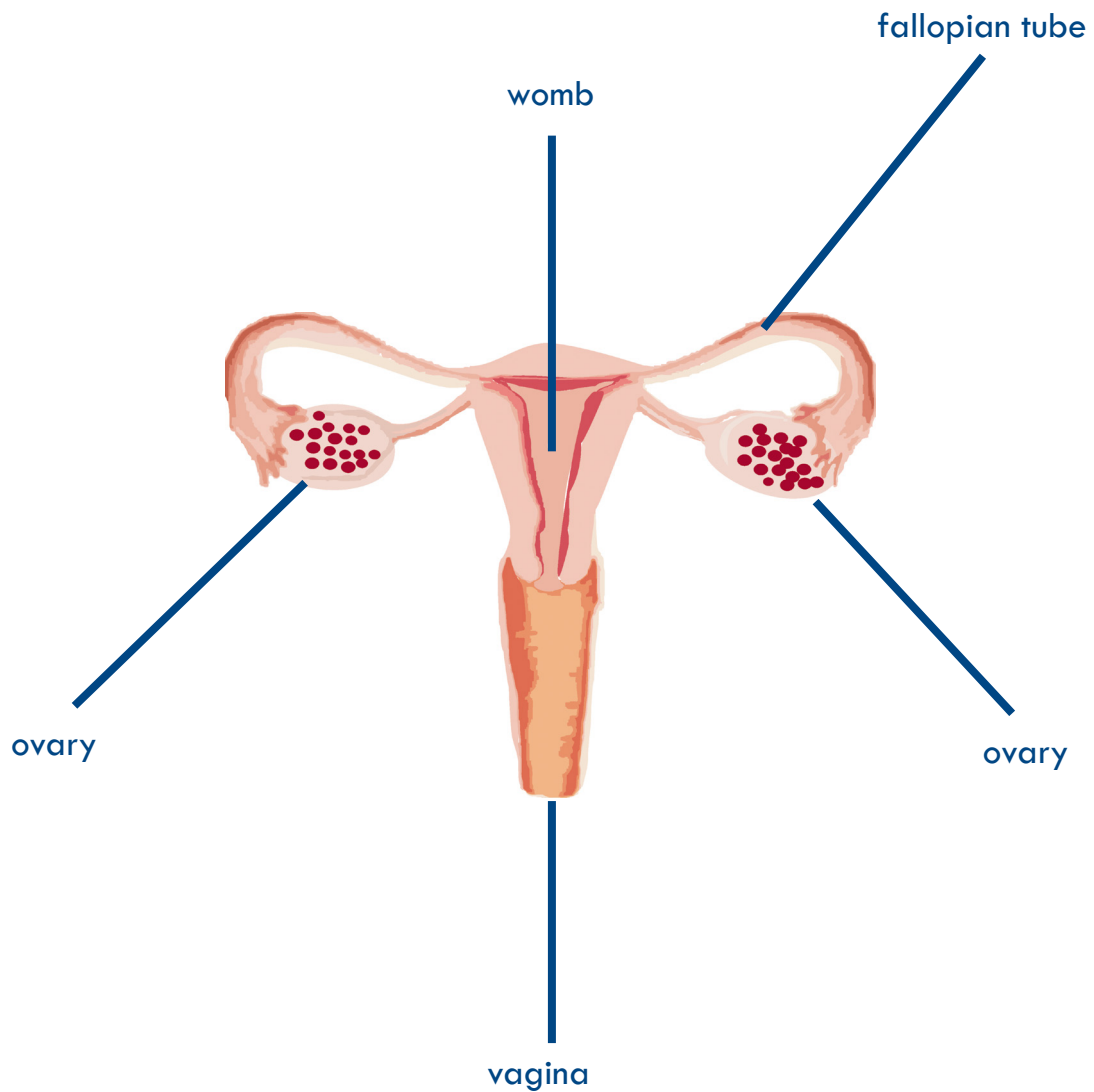
If she knows when her next period might happen, she can make sure she has sanitary protection with her.

The calendar above (for September) shows the first day of the period is 7th September, If you count 28 days, when will her next period be?

October				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

INSIDE A WOMANS BODY

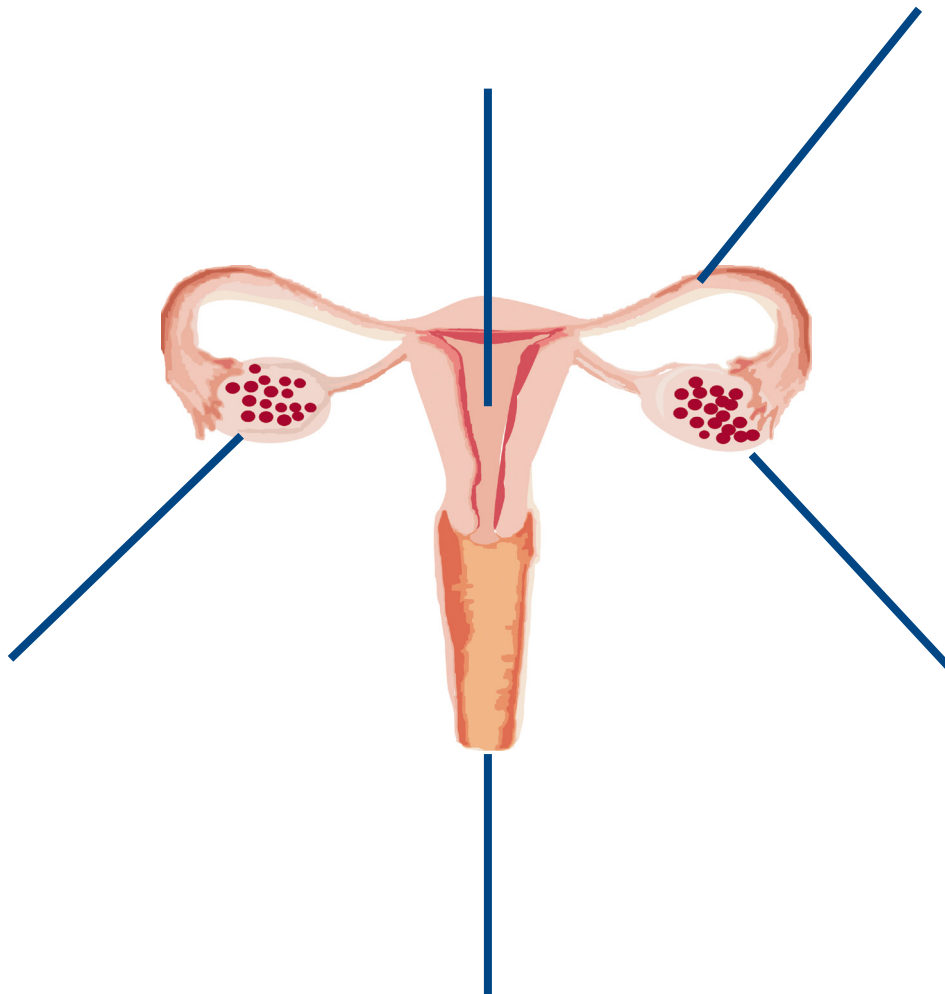
This is what a woman's womb looks like. It is inside her body.



Periods

INSIDE A WOMANS BODY

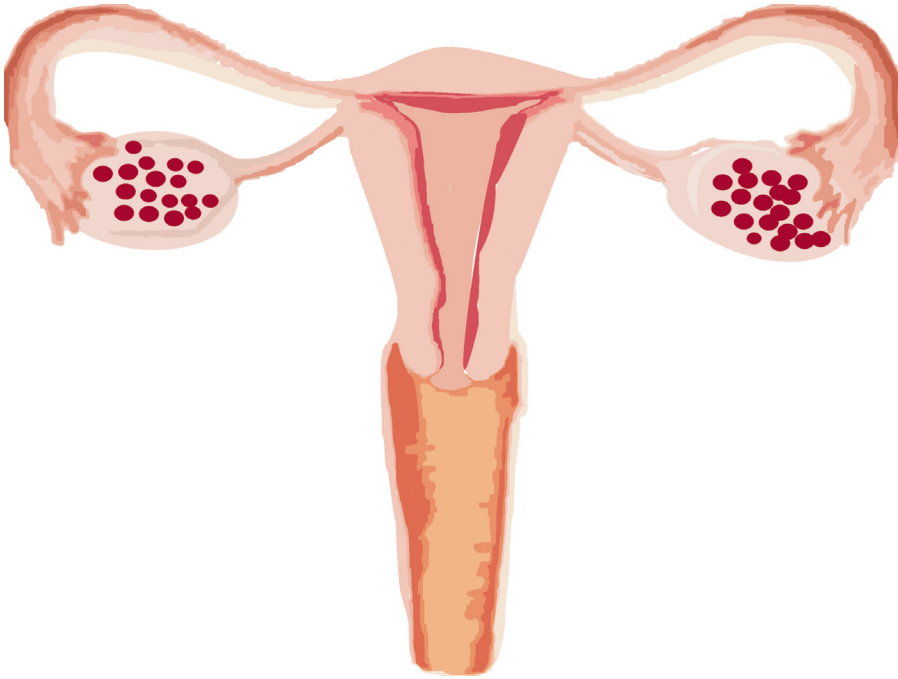
Put the correct names next to the parts.



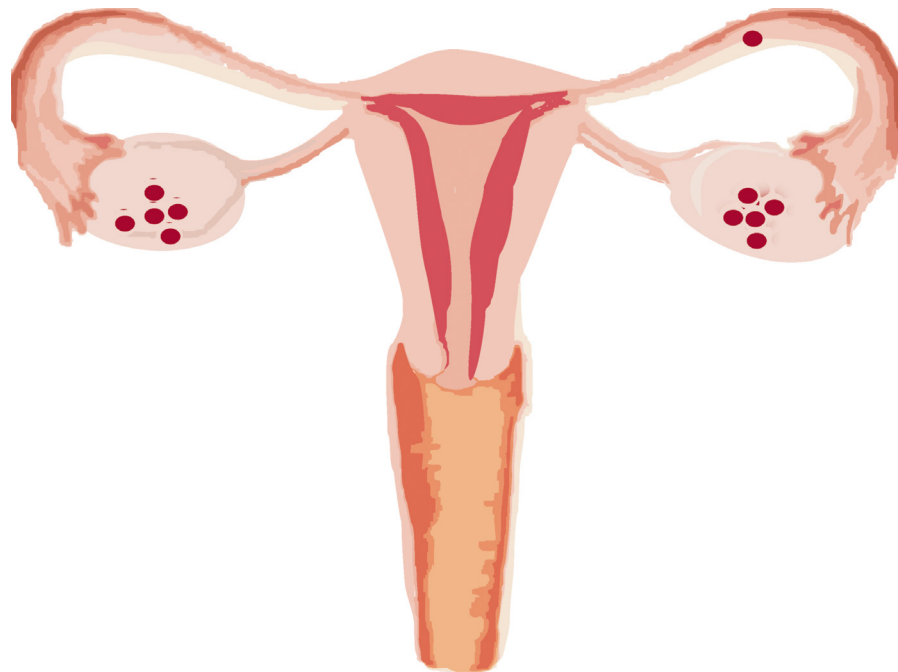
Periods

WHAT HAPPENS DURING A PERIOD?

1. Inside the ovaries are lots of tiny eggs.

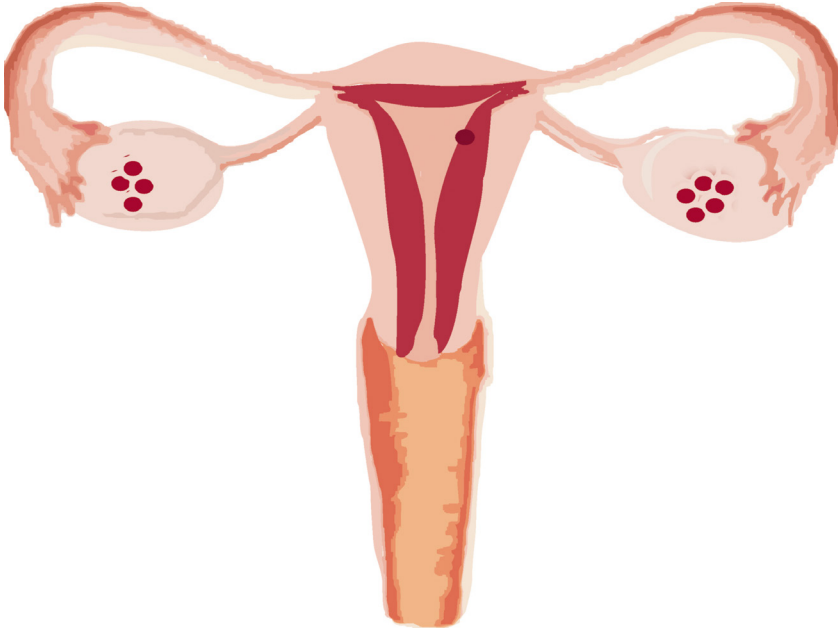


2. Every month one tiny egg is released from the ovary and into the fallopian tube. The egg then goes along the fallopian tube and into the womb.

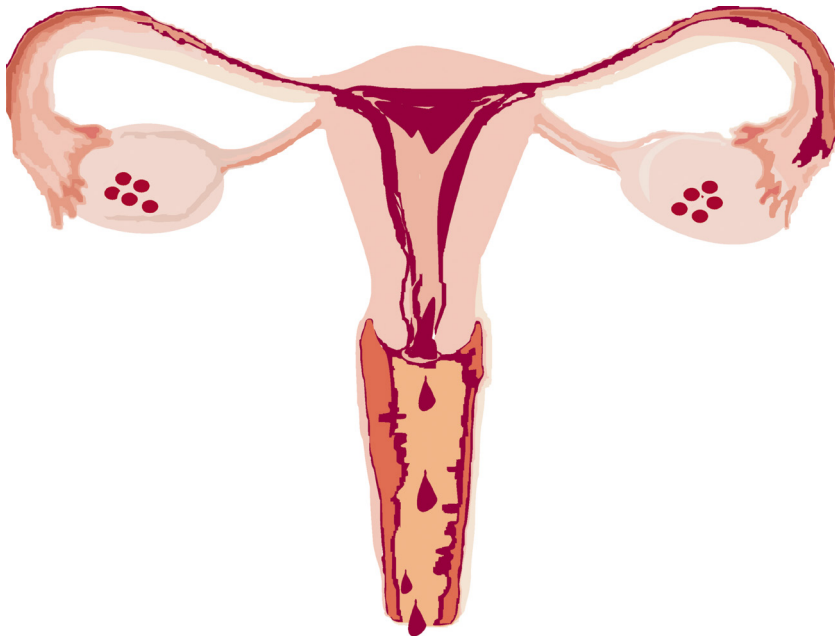


WHAT HAPPENS DURING A PERIOD?

3. The womb grows a special lining that will protect the egg if it is going to grow into a baby.

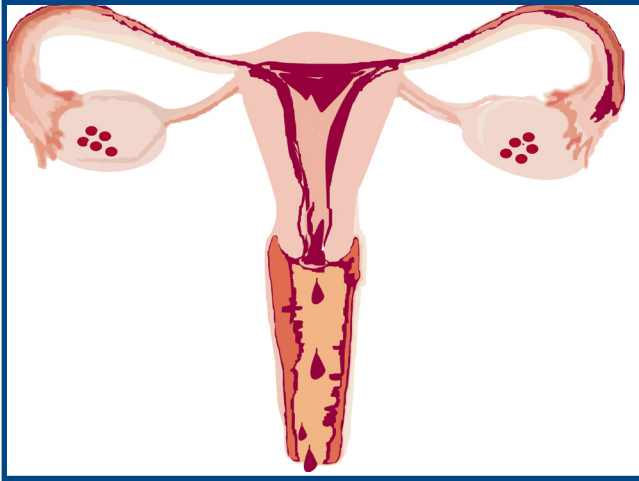


4. If the egg isn't going to grow into a baby, the lining made of blood comes down the woman's vagina and out of her vulva. The egg will be gone. The woman usually bleeds for a few days. This is her 'period'.

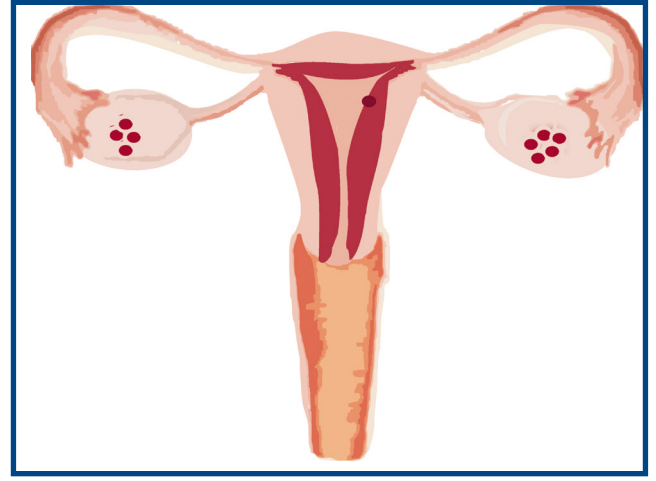


PERIOD GAME

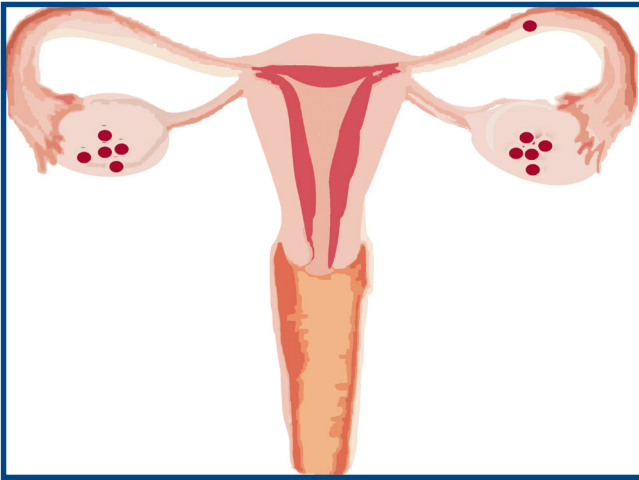
Cut out the pictures and put into the correct order.



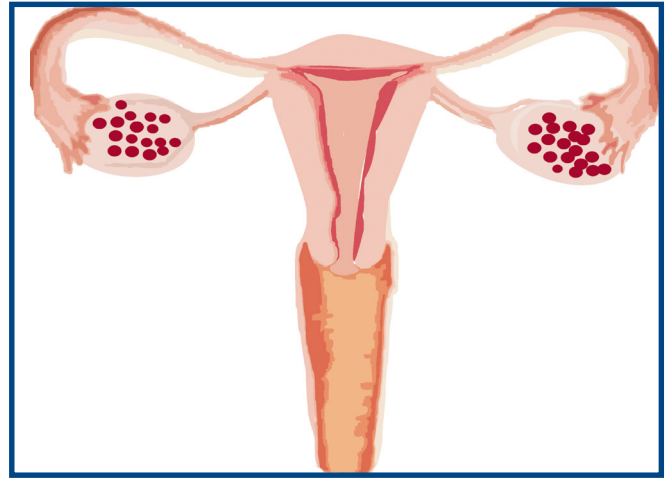
the lining made of blood comes down the vagina



the egg goes into the womb



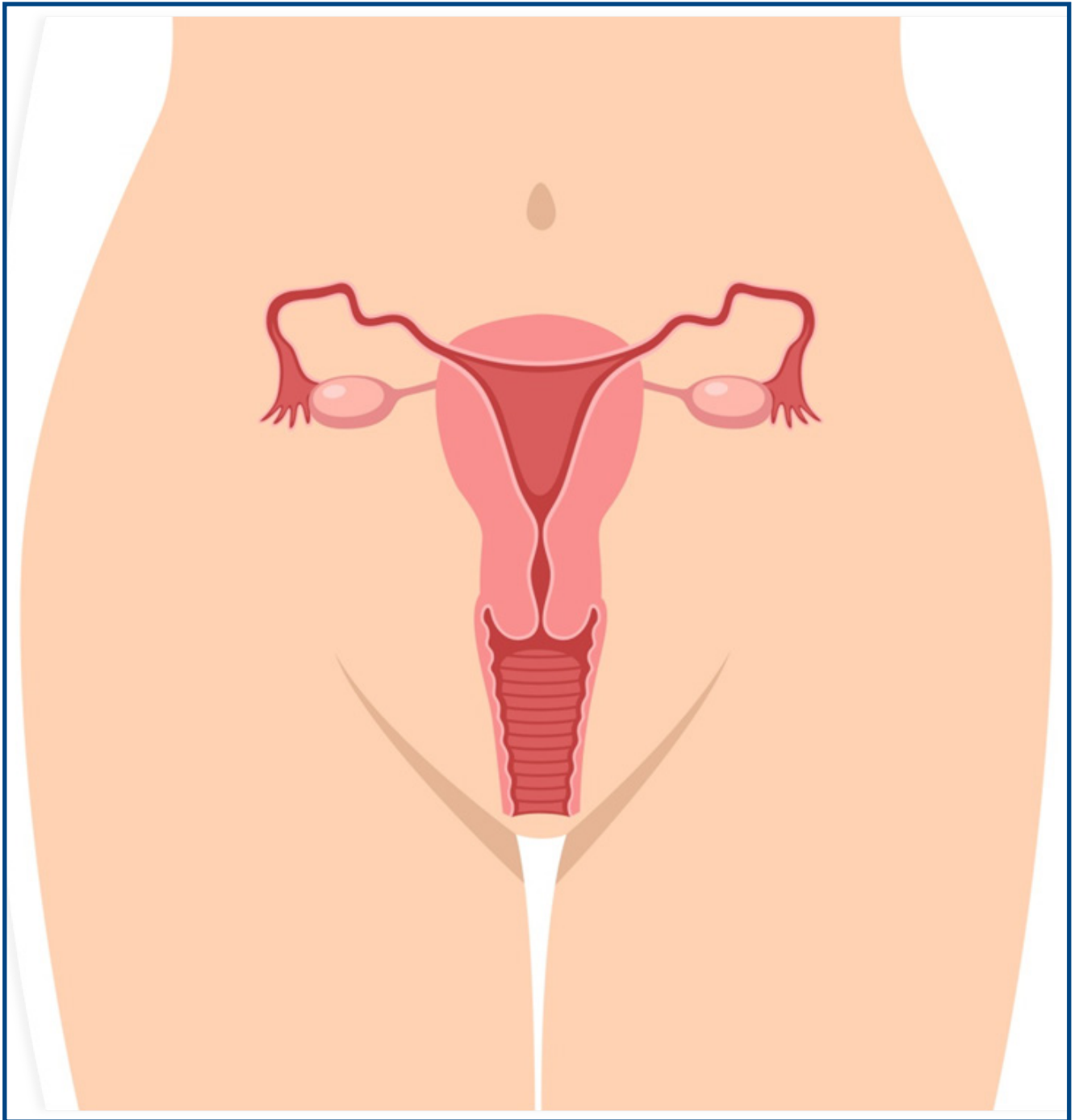
one egg is released from the ovary into the fallopian tube



ovaries have lots of tiny eggs

THE EGG JOURNEY

Draw a line showing the journey the egg takes from the ovary, along the fallopian tube, to the womb.



BODY CHANGES - QUIZ

Please tick True or False.

	True	False
Girls store eggs in their ovaries	<input type="checkbox"/>	<input type="checkbox"/>
The ovaries are outside a girls body	<input type="checkbox"/>	<input type="checkbox"/>
The ovaries are inside a girls body	<input type="checkbox"/>	<input type="checkbox"/>
Girls produce eggs so that they can have a baby one day	<input type="checkbox"/>	<input type="checkbox"/>
When a girl has a period, blood comes out of her nose	<input type="checkbox"/>	<input type="checkbox"/>
When a girl has a period, blood comes out of her vulva	<input type="checkbox"/>	<input type="checkbox"/>

MENSTRUAL CYCLE

When a girl is growing up she starts to release small eggs from her ovaries.

This happens approximately every 28 days.

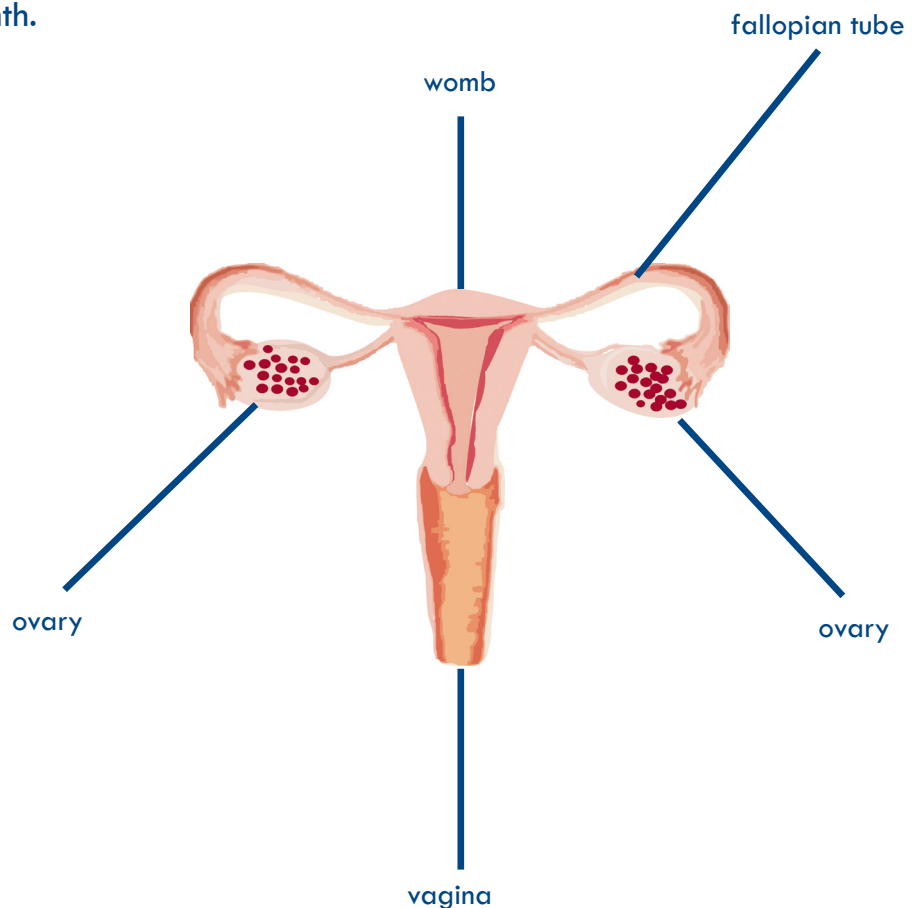
The egg passes along the fallopian tube leading to the womb.

The womb grows a lining of tissue that will protect the egg if it is fertilised by a sperm.

If the egg is not fertilised, the egg and the womb lining will leave a girl's body through her vagina.

This will cause bleeding that lasts for about 3-8 days.

This process is called the menstrual cycle. Sometimes we call it 'having a period'. This usually happens once a month.



The womb lining (blood) leaves a girls body through her vagina. This is a period.

MENSTRUAL CYCLE

Can you remember the information about periods?

Fill in the missing words. They are at the bottom of the page to help you if you have forgotten.

When a girl is growing up she starts to release small eggs from her _____ .

This happens approximately every _____ days.

The egg passes along the _____ leading to the womb.

The womb grows a lining of tissue that will protect the egg if it is fertilised by a _____ .

If the egg is not fertilised, the egg and the womb lining will leave a girl's body through her _____ .

This will cause bleeding that lasts for about _____ .

This process is called the menstrual cycle. Sometimes we call it 'having a period'. This usually happens once a _____ .

ovaries

vagina

fallopian tube

3-8 days

28

month

sperm

PRODUCTS

When a girl or a woman has her period, she uses sanitary protection to soak up the blood and stop the blood from going on to her pants. These should be changed every time a girl goes to the toilet.

Sanitary protection looks like this:



sanitary towel

A sanitary towel goes inside a girls pants to soak up the blood.



tampon

A tampon goes inside a girls vagina to soak up the blood. It has a string so it can be pulled out.

FIND THE ANSWERS (GIRLS ONLY)

Find out the answers to these questions.

Where can you buy sanitary protection from if you are out shopping?

Where is the sanitary protection kept at home?

If you have a period at school and need some sanitary protection, who can you ask?

PERIODS - QUIZ

Circle the right answer:

Periods usually happen once a

year
century
month

Periods usually last for a few

days
hours
weeks

Periods begin when a girl starts

puberty
crying
school

Girls normally start their periods between the ages of

4 and 6
9 and 16
99 and 100

Sanitary towels soak up

milk
blood
coca-cola

Another form of sanitary protection is a

tissue
tampon
toothbrush

Girls should change their sanitary protection every
time they go

shopping
to the toilet
to a party

Sanitary protection should be changed in private in the

toilet
classroom
playground

PERIOD PAINS

Sometimes having a period can be a bit painful, like having a tummy ache.

Which of these things do you think could help with period pains?

	Yes	No
Hugging a hot water bottle	<input type="checkbox"/>	<input type="checkbox"/>
Taking a painkiller	<input type="checkbox"/>	<input type="checkbox"/>
Doing some exercise	<input type="checkbox"/>	<input type="checkbox"/>

A girl should tell someone if she has period pains.



tummy ache

This section includes:

- Touching one another
- Touches
- Touching ourselves
- Why do we touch ourselves?
- More information about masturbation
- Masturbating in private
- Masturbation - Quiz
- Masturbation - Questions

Some activities need additional guidance, or can be expanded:

Touching one another

Students will need to have done the Circle of Friendship exercise from the family and friendships section.

Touches

Talk to students about why some touches are OK and others not OK.

Touching ourselves and Why do we touch ourselves?

A gentle way to introduce masturbation. Some young people worry about touching themselves (as nobody talks to them about it) so it is an important topic to include. Students should learn that it is normal and healthy but private.

You can expand on this exercise by:

- Looking at products to keep our bodies clean (bring in toiletry bags).
- Borrow the breast and testicles demonstrators from the Health Improvement Resource Service at NHS Forth Valley. These are model breasts and testicles to help people to learn to check for lumps.
- Use bodyboards or body outlines to see where a boy and girl may touch themselves.

More information about masturbation

If students are confused about ejaculation, go back to the erections and wet dreams section.

Teachers Notes

Masturbation in private

If students do masturbate in public, you could follow this up by asking the parents to identify private places in the home.

The student could take photographs of private places at home (bedroom, bathroom).

Some students may need actual photographs of other public places (their own classroom, school toilets etc).

Masturbation - Quiz and Masturbation - Questions

Talk to students about why they answer True or False?

Masturbation Flowchart

This flowchart is taken from Education Scotland's RSHP Education resource for young people with autism. www.education.gov.scot

TOUCHING ONE ANOTHER

Worksheets

We should only hug and kiss people who are special to us, and only if they want to be hugged or kissed.

Look at your Circle of Friendship from the family and friendships section.

Which of these people is it OK for you to hug?

Which of these people is it OK for you to kiss?

Which people are allowed to hug you?

Which people are allowed to kiss you?

TOUCHES

Which of these touches do you think are OK? (Tick Yes or No)

	Yes	No
Shaking someone's hand to say hello	<input type="checkbox"/>	<input type="checkbox"/>
Your mum giving you a kiss goodbye	<input type="checkbox"/>	<input type="checkbox"/>
A doctor examining you	<input type="checkbox"/>	<input type="checkbox"/>
Bumping in to somebody by mistake	<input type="checkbox"/>	<input type="checkbox"/>
A stranger trying to kiss you	<input type="checkbox"/>	<input type="checkbox"/>
A stranger touching a private part of your body	<input type="checkbox"/>	<input type="checkbox"/>
A friend giving you a pat on the back to say well done	<input type="checkbox"/>	<input type="checkbox"/>
The bus driver stroking your hair	<input type="checkbox"/>	<input type="checkbox"/>
Touching a stranger	<input type="checkbox"/>	<input type="checkbox"/>
Touching your own private body parts in a private place	<input type="checkbox"/>	<input type="checkbox"/>

TOUCHING OURSELVES

It is normal and OK to touch the private parts of your own body as long as you are in a private place.

Can you remember the correct names for the private parts of your body?

WHY DO WE TOUCH OURSELVES?

Here are some reasons why you might touch the private parts of your body.

1. To keep clean in the bath or shower.
2. To check that your body is healthy, with no unusual spots, lumps or soreness (women often check their breasts and men should check their testicles).
3. Because it feels nice and sexy. This is sometimes called masturbating.

Can you answer these questions?

1. What products do you use to keep your body clean?

2. Where is a private place in your house where you can be naked and check that your private body parts are healthy?

3. Where is a private place in your house where you can be alone to touch yourself and masturbate?

MORE INFORMATION ABOUT MASTURBATION

Masturbation is touching or rubbing any private part of the body because it feels nice.

A girl or woman might touch her breast or around her vagina.

Boys and men usually stroke and rub their penis and testicles.

When people masturbate they get a sexy and excited feeling.

Sometimes a person will have an orgasm when they masturbate. This is a very strong feeling of excitement.

A boy or man might ejaculate and have an orgasm when sperm comes out of his penis.

A girl or woman will get an exciting feeling through her body and around her clitoris and vagina. Her vagina will become wet.

It is normal and OK to masturbate if you want to, but it must be in a private place.



MASTURBATING IN PRIVATE

Lots of people masturbate, but they do not talk to other people about it because it is private. People should only masturbate in a private place, like their bedroom.

Have a look at the pictures. Put a tick next to the picture where you think it would be OK to masturbate.



Supermarket



Classroom

MASTURBATING IN PRIVATE

Lots of people masturbate, but they do not talk to other people about it because it is private. People should only masturbate in a private place, like their bedroom.

Have a look at the pictures. Put a tick next to the picture where you think it would be OK to masturbate.



Bedroom

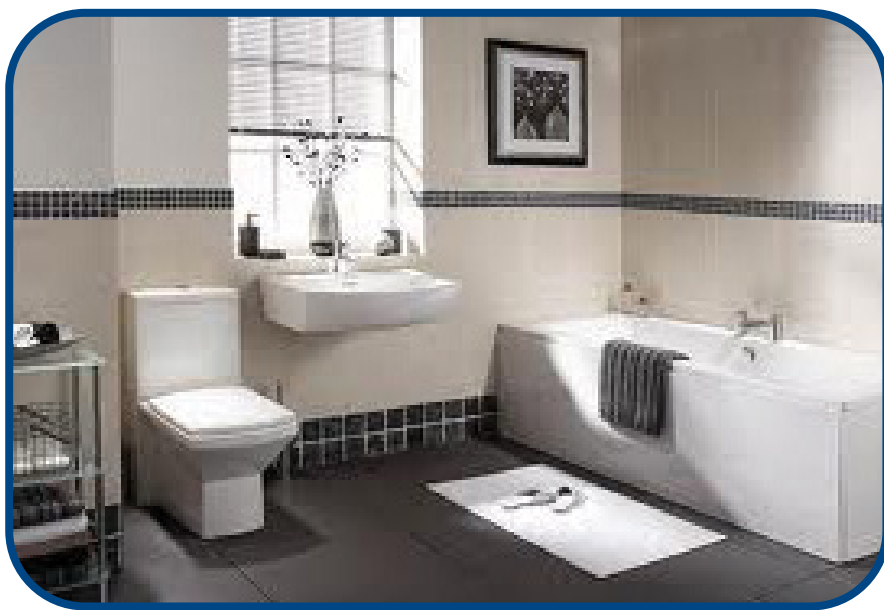


Swimming Pool

MASTURBATING IN PRIVATE

Lots of people masturbate, but they do not talk to other people about it because it is private. People should only masturbate in a private place, like their bedroom.

Have a look at the pictures. Put a tick next to the picture where you think it would be OK to masturbate.



Bathroom



Bus

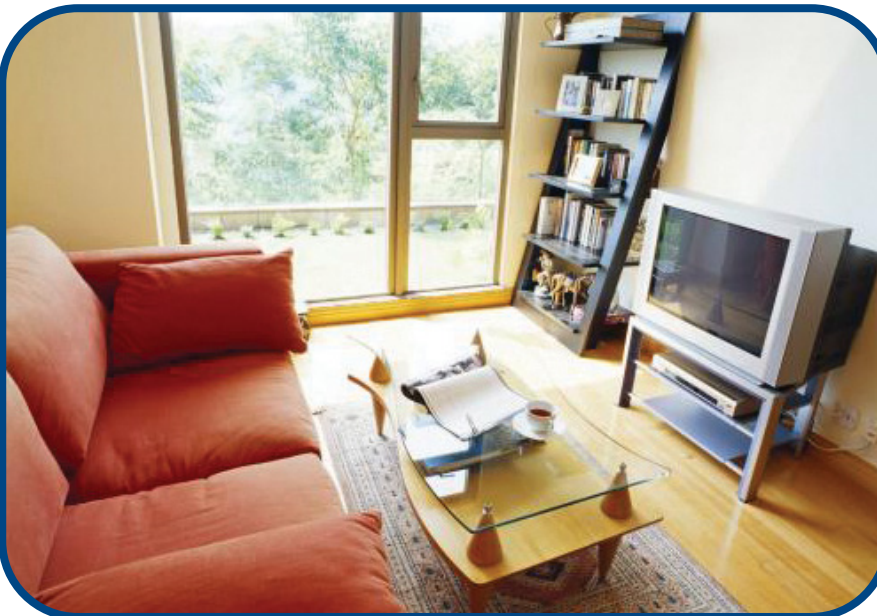
MASTURBATING IN PRIVATE

Lots of people masturbate, but they do not talk to other people about it because it is private. People should only masturbate in a private place, like their bedroom.

Have a look at the pictures. Put a tick next to the picture where you think it would be OK to masturbate.



Playground



Living Room

MASTURBATING IN PRIVATE

Lots of people masturbate, but they do not talk to other people about it because it is private. People should only masturbate in a private place, like their bedroom.

Have a look at the pictures. Put a tick next to the picture where you think it would be OK to masturbate.



Park

MASTURBATION - QUIZ

Please tick True or False.

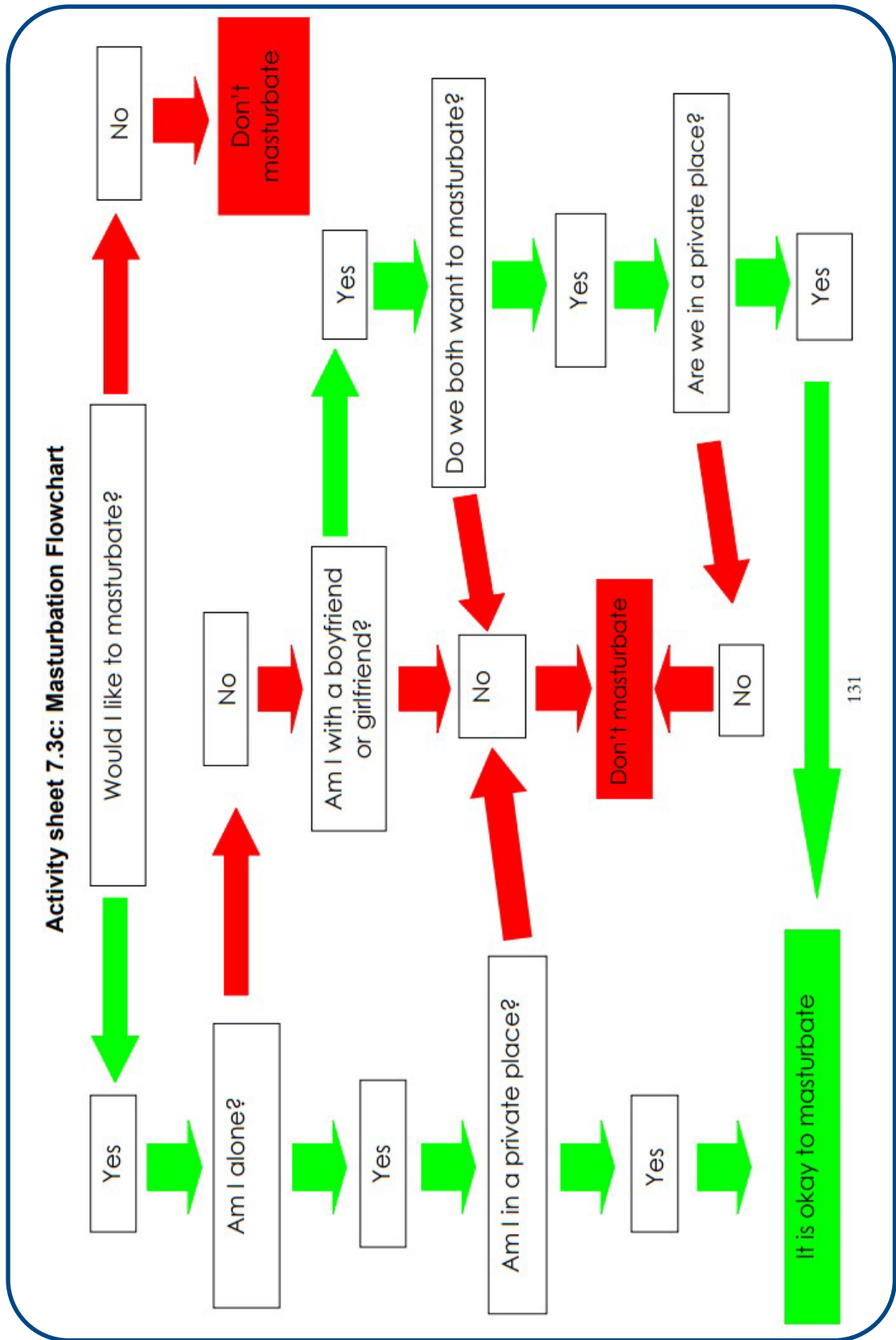
	True	False
Masturbating cannot hurt you	<input type="checkbox"/>	<input type="checkbox"/>
Lots of people masturbate and this is normal and OK	<input type="checkbox"/>	<input type="checkbox"/>
Everybody masturbates	<input type="checkbox"/>	<input type="checkbox"/>
Some people do not masturbate and this is normal and OK	<input type="checkbox"/>	<input type="checkbox"/>
After masturbating, I should wash my hands	<input type="checkbox"/>	<input type="checkbox"/>
After masturbating, I should wash my feet	<input type="checkbox"/>	<input type="checkbox"/>
Women and girls can not get pregnant by masturbating	<input type="checkbox"/>	<input type="checkbox"/>
People can not get any sexually transmitted infections by masturbating	<input type="checkbox"/>	<input type="checkbox"/>
Masturbating can feel nice	<input type="checkbox"/>	<input type="checkbox"/>

MASTURBATION - QUESTIONS

Please tick True or False.

	True	False
It is OK to masturbate in a public place with lots of other people around	<input type="checkbox"/>	<input type="checkbox"/>
I should only masturbate in a private place like my bedroom	<input type="checkbox"/>	<input type="checkbox"/>
If someone masturbates in a public place, they can be in trouble with the police	<input type="checkbox"/>	<input type="checkbox"/>
Masturbating is bad for your eyesight	<input type="checkbox"/>	<input type="checkbox"/>
Masturbating can help you to relax and go to sleep	<input type="checkbox"/>	<input type="checkbox"/>
A person can masturbate by themselves	<input type="checkbox"/>	<input type="checkbox"/>
A person can masturbate with a boyfriend or girlfriend if they both want to	<input type="checkbox"/>	<input type="checkbox"/>
Some girls and women masturbate	<input type="checkbox"/>	<input type="checkbox"/>
Some boys and men masturbate	<input type="checkbox"/>	<input type="checkbox"/>

MASTURBATION FLOWCHART



This section includes:

- Couples
- Boyfriends and girlfriends
- Stories of different couples
- Different couples
- What makes a good boyfriend or girlfriend?
- Advert for a boyfriend or girlfriend
- Behaviour in a relationship
- True or false?
- Meeting boyfriends and girlfriends
- Stages of intimacy in a relationship
- Stages of intimacy - Cards
- Stages of intimacy - Answers
- Couples you know
- End of a relationship
- Different emotions

Some activities need additional guidance, or can be expanded:

Couples

Ask the students to match all the cards up. When they have finished, discuss which people they put in to couples and why? Move the pictures around to form new couples (include same sex, different abilities, different ages, different ethnicities). Discuss the fact that all these different people can go out together.

Boyfriends and girlfriends

Think about the things boyfriends and girlfriends do together. This may include sex. Remember that boys can have boyfriends and that girls can have girlfriends.

Stories of different couples and Different couples

This could include discussion around same-sex marriage. The main learning point is that couples can all be different. Introduce terminology of gay, lesbian and bi-sexual.

Teachers Notes

What makes a good boyfriend or girlfriend? and Advert for a boyfriend or girlfriend

Follow-on exercises from 'what makes a good friend' and 'advert for a friend' in the family and friendships section. Discuss if the answers are different.

Some young people may be bi-sexual or have no preference over male or female.

Behaviour in a relationship

Challenge or clarify answers as appropriate.

Is it OK to hit someone? Why not?

True or false?

Discuss why they chose 'true' or 'false'? Sex and the law is mentioned. If the student wants more information on this, it can be found in the 'sex' section of the workbook.

Meeting boyfriends and girlfriends

Students may want to widen their social circle. This may be something you could talk to parents or carers about.

Stages of intimacy in a relationship, Stages of intimacy - Cards and Stages of intimacy - Answers

This helps students to learn that relationships develop over time. Explain to students that not all relationships include all these stages of intimacy. It is OK to just hug and kiss.

Couples you know

An exercise to explore different relationships. If students do not know any same-sex relationships, think about people or characters on television.

End of a relationship

Students may not understand that relationships end, or why they do. Think about why friends might fall out, and take the discussion from there.

Students may not understand that relationships end or why they do. Use examples from television etc.

Highlight that relationships have ups and downs. Again, it can be useful to explore friendships - people falling out (maybe making friends again, maybe not) as a starting point.

Teachers Notes

Different emotions

To highlight that relationships have ups and downs. Again, it can be useful to explore friendships - people falling out (maybe making friends again, maybe not) as a starting point.

Students may not understand that relationships end, or why they do. Use examples from television etc.

Highlight that relationships have ups and downs. Again, it can be useful to explore friendships - people falling out (maybe making friends again, maybe not) as a starting point.

Abuse in a relationship

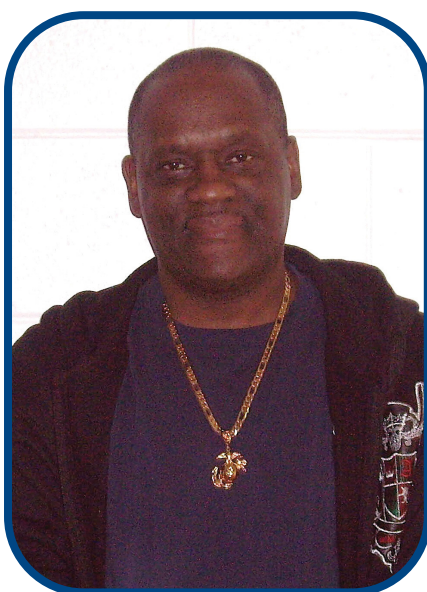
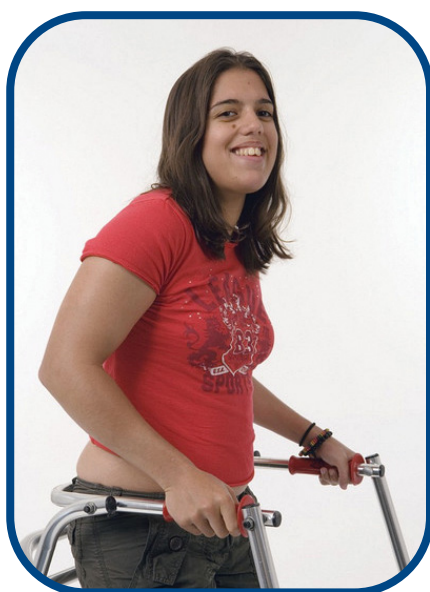
Think about people who can help. Include the Police and research local organisations such as Rape Crisis and Women's Aid.

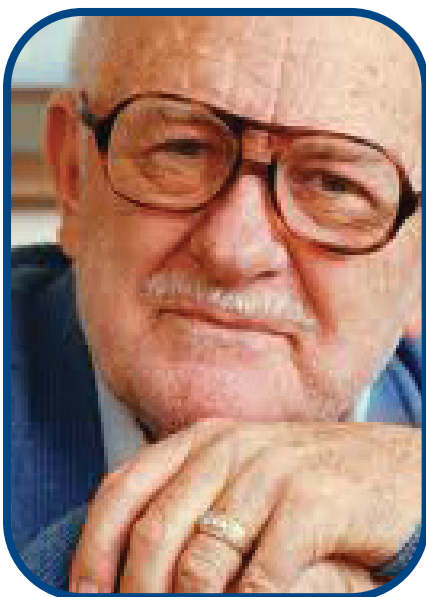
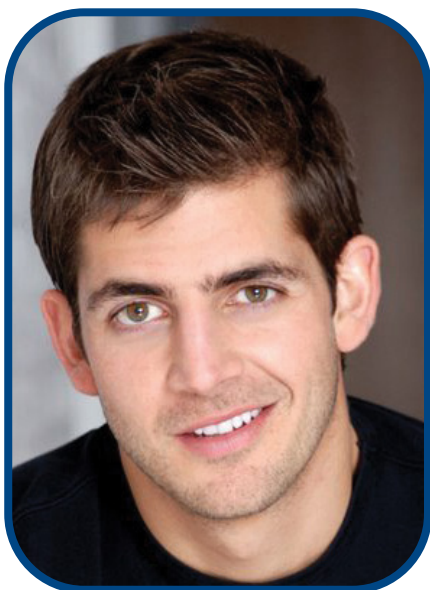
Have a look at the pictures of people on the following pages.

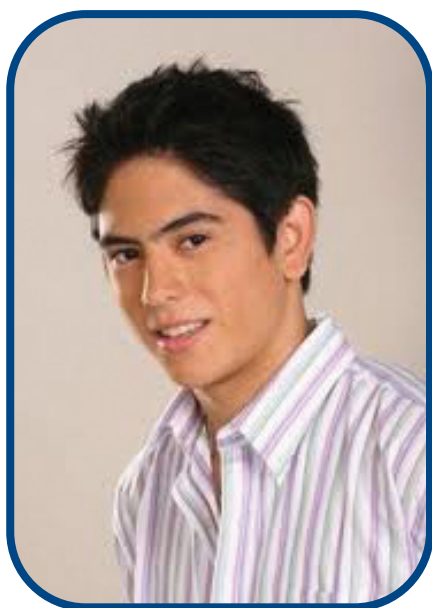
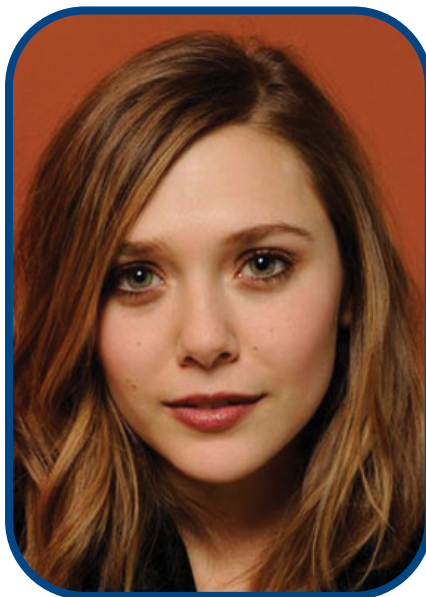
Put the cards in to pairs to make couples.

See how many different couples you can make.

Remember that couples can be a man and a woman, or two men or two women.







BOYFRIENDS AND GIRLFRIENDS

Having a boyfriend or a girlfriend is a bit different to having a friend.

Boyfriends and girlfriends are usually people you like to spend time with, but you also fancy them.

Make a list of some of the things that boyfriends and girlfriends do together:

How do couples show that they love each other?

How is that different than just being friends?

STORIES OF DIFFERENT COUPLES

Look at the pictures of the couples on the following pages.

Make up your own stories for each couple by answering these questions:

What are they called?

How old are they?

Where did they meet?

What do they like doing together?

Are they married?

Do they have children?

Do they live together?

How do they show that they love each other?

You can make up more stories for each couple if you want to.

D IFFERENT COUPLES

Make up your own stories for each couple.



DIFFERENT COUPLES

Make up your own stories for each couple.



WHAT MAKES A GOOD BOYFRIEND OR GIRLFRIEND?

Look at 'what makes a good friend' from your family and friendships section.

Copy all the things you wrote about them here:

Are these the same qualities that a good boyfriend or girlfriend should have?

Add any more you can think of:

A DVERT FOR A BOYFRIEND OR GIRLFRIEND

Make an advert for a boyfriend or girlfriend. Draw a picture of a boy or a girl. Write on the picture all the qualities they must have to be a good boyfriend or girlfriend. For example, must be interested in football, be kind and helpful and like animals.

BEHAVIOUR IN A RELATIONSHIP

Read the list below. Put a tick by the behaviour which you think is OK or NOT OK.

	Ok	Not Ok
Holding hands walking down the street	<input type="checkbox"/>	<input type="checkbox"/>
Kissing in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
Kissing in private in your bedroom	<input type="checkbox"/>	<input type="checkbox"/>
Telling lies	<input type="checkbox"/>	<input type="checkbox"/>
Giving flowers	<input type="checkbox"/>	<input type="checkbox"/>
Giving chocolates	<input type="checkbox"/>	<input type="checkbox"/>
Disagreeing with each other	<input type="checkbox"/>	<input type="checkbox"/>
Shouting	<input type="checkbox"/>	<input type="checkbox"/>
Arguing	<input type="checkbox"/>	<input type="checkbox"/>
Saying 'I love you'	<input type="checkbox"/>	<input type="checkbox"/>
Reading the text messages on someone else's phone	<input type="checkbox"/>	<input type="checkbox"/>
Being unfaithful (cheating on someone by having another boyfriend or girlfriend)	<input type="checkbox"/>	<input type="checkbox"/>
Hitting someone	<input type="checkbox"/>	<input type="checkbox"/>
Being a good friend	<input type="checkbox"/>	<input type="checkbox"/>
Making someone do something they do not want to do	<input type="checkbox"/>	<input type="checkbox"/>

TRUE OR FALSE?

Please tick which of these statements are True or False?

	True	False
Everybody wants to have a boyfriend or girlfriend	<input type="checkbox"/>	<input type="checkbox"/>
Two boys can go out together	<input type="checkbox"/>	<input type="checkbox"/>
Two girls can go out together	<input type="checkbox"/>	<input type="checkbox"/>
People who love each other always have sex	<input type="checkbox"/>	<input type="checkbox"/>
People who love each other always get married	<input type="checkbox"/>	<input type="checkbox"/>
People who love each other sometimes live together	<input type="checkbox"/>	<input type="checkbox"/>
All women want to have a baby	<input type="checkbox"/>	<input type="checkbox"/>
It is against the Law to have sex if you are younger than 16	<input type="checkbox"/>	<input type="checkbox"/>

We will learn more about sex in the 'sex' section of the workbook.

MEETING BOYFRIENDS AND GIRLFRIENDS

Are these good places to meet a boyfriend or girlfriend? Tick Yes or No.

	Yes	No
At school	<input type="checkbox"/>	<input type="checkbox"/>
At college	<input type="checkbox"/>	<input type="checkbox"/>
At work	<input type="checkbox"/>	<input type="checkbox"/>
On the internet	<input type="checkbox"/>	<input type="checkbox"/>
At church	<input type="checkbox"/>	<input type="checkbox"/>
At a club	<input type="checkbox"/>	<input type="checkbox"/>

Why might it be dangerous to meet a stranger on the internet?

Write down some of the places you go where you could meet a boyfriend or girlfriend.

STAGES OF INTIMACY IN A RELATIONSHIP

Can you remember the things that boyfriends and girlfriends do together?
(for example - kissing)

Write them down here:

When a boyfriend or girlfriend enjoys kissing and cuddling, touching each other, maybe having sex, we call this being 'intimate' with each other.



STAGES OF INTIMACY - CARDS

Each card describes an intimate stage in a relationship. Cut them out and put them in the right order. The first card should be the least intimate stage.

The last card will be the most intimate stage of a relationship.

Kissing.

Touching a person under their clothes.

Being naked with a person.

Heavy petting (touching a private part of the body like the breast, penis or vulva).

Cuddling and holding hands.

Having sexual intercourse (sex).

Getting walked home by a person that fancies you.

The ANSWERS are on the next page. Check if you got them right.

STAGES OF INTIMACY - ANSWERS

Getting walked home by a person that fancies you.

Cuddling and holding hands.

Kissing.

Touching a person under their clothes.

Heavy petting (touching a private part of the body like the breast, penis or vulva).

Being naked with a person.

Having sexual intercourse (sex).

Remember that not everyone wants to have sexual intercourse. Some boyfriends and girlfriends just want to kiss and cuddle.

COUPLES YOU KNOW

These questions are about people you know.

They can be people you know well or they can be celebrities (people on the television, popstars etc).

Do you know a male and female who are boyfriend and girlfriend?

Do you know 2 men who are in a relationship?

Do you know 2 women who are in a relationship?

Sometimes relationships can last a long time. Do you know anyone who has been married or in a relationship for a long time?

Sometimes relationships can end. Do you know anyone who is divorced or has had a relationship that has ended?

END OF A RELATIONSHIP

Circle any reasons you think a relationship might end.

You argue and fall out a lot.

Your boyfriend or girlfriend moves a long way away.

You both like different things.

You do not love them anymore.

You meet a new boyfriend or girlfriend.

You do not have anything in common anymore.

Add any more reasons you can think of:

Different Emotions

Sometimes couples argue. What might couples argue about?



Different Emotions

Sometimes couples make each other sad. What can happen to make them sad?



Different Emotions

This couple are happy. What makes couples happy in a relationship?



ABUSE IN RELATIONSHIPS

It is not OK if your partner:

- hits you.
- hurts you.
- is violent.
- makes you sad.
- makes you feel bad.
- makes you cry.
- makes you do sexual things you don't want to.

If your partner did these things, who could you ask for help?:



This section includes:

- Learning about sex
- Learning more about sex
- Sexual intercourse between a man and a woman
- Why do people have sex?
- Having a baby
- How a man and a woman make a baby
- How babies are made
- Different words for sex
- Sex and the Law
- Sex and the Law - Questions
- Sex and the Law - Answers
- Reasons to have sex
- Sex quiz
- Talking to people about sex
- Different types of sex
- Sex explained

Some activities need additional guidance, or can be expanded:

Learning about sex and Learning more about sex

A chance for students, teachers and parents to think about where information comes from, and the best way that more information can be gained. You will need to speak to parents or carers about gathering more information so that they can also support the young person.

Sexual intercourse between a man and a woman

You may want to recap on private body parts as you discuss this.

Why do people have sex?

This can lead to lots more discussion. Emphasise that people have sex for lots of different reasons.

Having a baby

Students may like to cut out other pictures of parents and offspring to make a picture. A lighthearted introduction to reproduction.

Teachers Notes

How a man and a woman make a baby and How babies are made

Students may need to recap on sperm and egg production. You can find this in the puberty section of the workbook.

Different words for sex

This exercise helps the students to understand the correct terms. It also creates an opportunity for the student and teacher to identify offensive words. Discuss WHY?

Sex and the Law, Sex and the Law - Questions and Sex and the Law - Answers

It is important that students understand about the Law and the possible consequences. They should also know who they talk to if anyone does something to them that they do not like.

Reasons to have sex

Discuss the answers. Emphasise that you should not have sex just because you are over 16!

Sex quiz

Discuss why the student chose 'true' or 'false'.

Talking to people about sex

You will need to go back to the Circle of Friendship in the family and friendships section, or draw another.

Different types of sex

Although teachers may feel uncomfortable about oral and anal sex being mentioned, it is important that students know that it exists. This is important in terms of choice and also recognising abuse. Anal sex in particular is becoming a lot more common in pornography, and we know young people watch porn to learn about sex. By talking about it, we hope to avoid young people feeling pressured in to doing things they do not want to do.

Images courtesy of Easy-On-The-I

Sex explained

A chance for students to recap on their learning.

LEARNING ABOUT SEX

Worksheets

Most adults will have sexual intercourse (sex) at some time in their lives.

It is important to learn about sex before you have a sexual relationship.

Where did you learn about sex?

Tick Yes or No for each question.

	Yes	No
From your parents or carers?	<input type="checkbox"/>	<input type="checkbox"/>
From friends?	<input type="checkbox"/>	<input type="checkbox"/>
From sisters or brothers?	<input type="checkbox"/>	<input type="checkbox"/>
From school?	<input type="checkbox"/>	<input type="checkbox"/>
From television?	<input type="checkbox"/>	<input type="checkbox"/>
From the internet?	<input type="checkbox"/>	<input type="checkbox"/>
From magazines or books?	<input type="checkbox"/>	<input type="checkbox"/>
From your doctor?	<input type="checkbox"/>	<input type="checkbox"/>

Add any others you can think of:

LEARNING MORE ABOUT SEX

Where would you like to get more information about sex?

Tick Yes or No for each question.

	Yes	No
From your parents or carers?	<input type="checkbox"/>	<input type="checkbox"/>
From friends?	<input type="checkbox"/>	<input type="checkbox"/>
From sisters or brothers?	<input type="checkbox"/>	<input type="checkbox"/>
From school?	<input type="checkbox"/>	<input type="checkbox"/>
From television?	<input type="checkbox"/>	<input type="checkbox"/>
From the internet?	<input type="checkbox"/>	<input type="checkbox"/>
From magazines or books?	<input type="checkbox"/>	<input type="checkbox"/>
From your doctor?	<input type="checkbox"/>	<input type="checkbox"/>

Add any others you can think of:

SEXUAL INTERCOURSE BETWEEN A MAN AND A WOMAN

When a man and woman have a special relationship they may want to have sex.

The couple will go to a private place to have sex. This might be their bedroom.

They will kiss and cuddle for a while.

When they are ready to have sex they will take their clothes off.

They will kiss and cuddle and touch each other's bodies. They will touch private parts of the body like the man's penis and the woman's breasts and vulva.

This will feel nice and they will both be excited.

The man's penis becomes hard.

When they want to have sex, the man will usually lie on top of the woman and gently put his penis in to the woman's vagina.

The man will move his penis in and out of the woman's vagina.

This will feel nice.

After a while, the man will have a nice feeling called an orgasm and he will ejaculate.

It may also cause the woman to have an orgasm.

After sex the couple will probably hug and kiss and cuddle again.



WHY DO PEOPLE HAVE SEX?

Circle any reasons why you think people have sex.

Because they are married.

Because they love each other.

Because it feels nice.

Because it is exciting.

Because they want to have a baby.

Add any more you can think of:

HAVING A BABY

One reason to have sexual intercourse is to have a baby.

Babies and animals are made by having sexual intercourse.

A man and woman will have sexual intercourse (sex) to have a baby.

A bull and a cow will have sex to make a calf.

Sexual intercourse is nothing to be embarrassed about.

Without sexual intercourse, new life would not be born.



HOW A MAN AND A WOMAN MAKE A BABY

When a girl grows into a woman she releases tiny eggs inside her body.

These tiny eggs, too small to see, are in her ovaries.

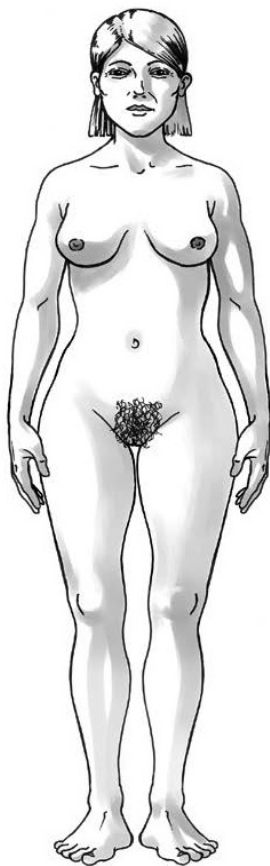
When a boy grows into a man, he produces semen and sperm in his testicles.

To make a baby, the man's sperm must meet the woman's egg and join together.

This is what happens during sexual intercourse (sex).

Draw a line to where the woman's ovaries and eggs are inside her body.

Draw a line to where the sperm is made in the man's testicles.



ovaries

testicles



HOW BABIES ARE MADE

For a woman to get pregnant, she will have sexual intercourse with a man.

During sexual intercourse the man puts his penis in to the woman's vagina.

When the man ejaculates, his semen and sperm go up in to the woman's vagina.

If the man's sperm and woman's egg meet inside the woman's body, they join together to make a fetus.

This is the start of a baby being made.



Different Words for Sex

Sometimes you will hear different words for sex, or for private parts of the body.

Write down any other words you know for SEX, PENIS and VAGINA.

Sex

_____	_____
_____	_____
_____	_____

Penis

_____	_____
_____	_____
_____	_____

Vagina

_____	_____
_____	_____
_____	_____

Ask your teacher or parent which words are OK to use and which words are NOT OK to use.

SEX AND THE LAW

There are Laws about having sexual intercourse.

It is against the Law to have sexual intercourse with someone in your family.

It is against the Law to have sexual intercourse with someone if you are under 16.

It is against the Law to have sexual intercourse with someone else who is under 16.

It is against the Law to have sexual intercourse unless you both want to.

It is against the Law for someone to touch the private parts of your body if you do not want them.

It is against the Law for you to touch the private parts of someone's body if they do not want you to.

What do you think would happen if you or someone else broke the Law?



SEX AND THE LAW - QUESTIONS

Tick Yes or No for each question.

	Yes	No
Is it against the Law to have sex with someone if they do not want to?	<input type="checkbox"/>	<input type="checkbox"/>
Is it against the Law for someone to have sex with you if you do not want to?	<input type="checkbox"/>	<input type="checkbox"/>
Is it against the Law to have sex if you are under 16?	<input type="checkbox"/>	<input type="checkbox"/>
Is it against the Law to have sex with someone who is under 16?	<input type="checkbox"/>	<input type="checkbox"/>
Is it against the Law for two men to have sex?	<input type="checkbox"/>	<input type="checkbox"/>
Is it against the Law for two women to have sex?	<input type="checkbox"/>	<input type="checkbox"/>
Is it against the Law to touch someone's private body parts if they do not want you to?	<input type="checkbox"/>	<input type="checkbox"/>
Is it against the Law for someone to touch your private body parts unless you want them to?	<input type="checkbox"/>	<input type="checkbox"/>

The answers are on the next page.

Who could you tell if someone tries to have sex with you, or touches your private body parts when you do not want them to?

SEX AND THE LAW - ANSWERS

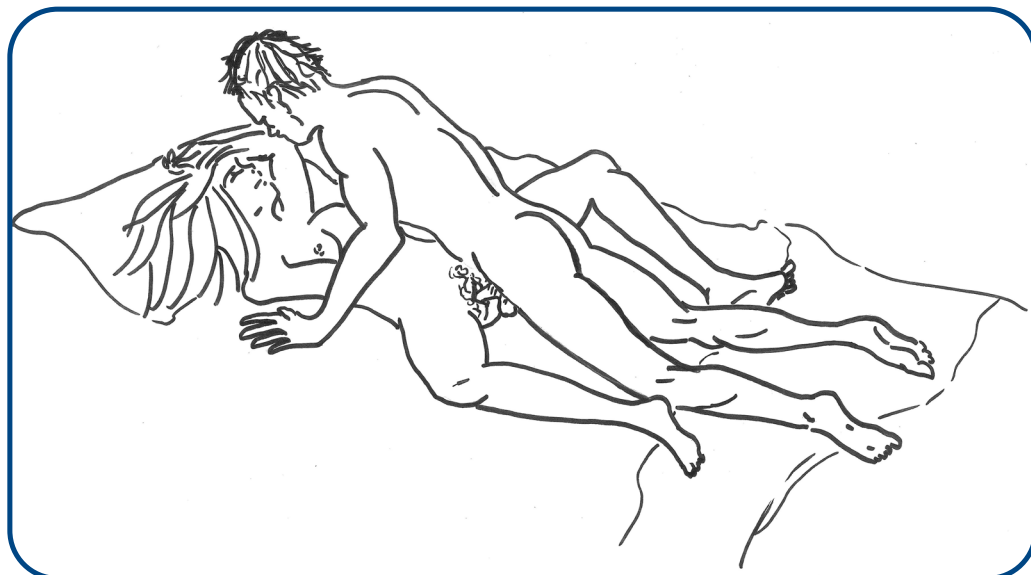
- Q. Is it against the Law to have sex with someone if they do not want to?
- A. Yes. This is called rape.
- Q. Is it against the Law for someone to have sex with you if you do not want to?
- A. Yes. This is called rape.
- Q. Is it against the Law to have sex if you are under 16?
- A. Yes.
- Q. Is it against the Law to have sex with someone who is under 16?
- A. Yes.
- Q. Is it against the Law for two men to have sex?
- A. No. It is not against the Law for two men to have sex if they are both 16 or over.
- Q. Is it against the Law for two women to have sex?
- A. No. It is not against the Law for two women to have sex if they are both 16 or over.
- Q. Is it against the Law to touch someone's private body parts if they do not want you to?
- A. Yes. This is called a sexual assault.
- Q. Is it against the Law for someone to touch your private body parts unless you want them to?
- A. Yes. This is called a sexual assault.

How many Sex and the Law answers did you get right?

REASONS TO HAVE SEX

Are these good reasons to have sex? Tick Yes or No.

	Yes	No
Because it feels nice	<input type="checkbox"/>	<input type="checkbox"/>
All your friends have had sex	<input type="checkbox"/>	<input type="checkbox"/>
You are over 16	<input type="checkbox"/>	<input type="checkbox"/>
You want to have a baby	<input type="checkbox"/>	<input type="checkbox"/>
Your girlfriend or boyfriend says they will finish with you if you don't have sex with them	<input type="checkbox"/>	<input type="checkbox"/>
You are both in love and want to have sex	<input type="checkbox"/>	<input type="checkbox"/>



SEX QUIZ

Please tick True or False.

	True	False
It is against the Law to have sex if you are under 16	<input type="checkbox"/>	<input type="checkbox"/>
Some people choose not to have sex	<input type="checkbox"/>	<input type="checkbox"/>
Everybody in a relationship has sex	<input type="checkbox"/>	<input type="checkbox"/>
Some boyfriends and girlfriends just want to kiss and cuddle and don't want to have sex	<input type="checkbox"/>	<input type="checkbox"/>
People have sex because they want a baby	<input type="checkbox"/>	<input type="checkbox"/>
People have sex because it feels nice and they enjoy it	<input type="checkbox"/>	<input type="checkbox"/>
Elderly people do not want to have sex	<input type="checkbox"/>	<input type="checkbox"/>
You have to be married to have sex	<input type="checkbox"/>	<input type="checkbox"/>
Some people wait till they get married to have sex	<input type="checkbox"/>	<input type="checkbox"/>
It is against the Law to have sex with someone if they do not want to	<input type="checkbox"/>	<input type="checkbox"/>
It is against the Law for someone to have sex with you if you do not want to	<input type="checkbox"/>	<input type="checkbox"/>
Two men can have a sexual relationship	<input type="checkbox"/>	<input type="checkbox"/>
Two women can have a sexual relationship	<input type="checkbox"/>	<input type="checkbox"/>

TALKING TO PEOPLE ABOUT SEX

Although sexual intercourse is a private subject, it is OK to talk to some of your family and friends about it.

Look at your Circle of Friendship.

Write the names of people it is OK to talk to about sex.

You can also talk to your doctor or someone at the Sexual Health Clinic.

Different Types of Sex

When a man and a woman want to have sex, the man will often lie on top of the woman and gently put his erect penis in to the woman's vagina. Sometimes the woman might sit on top of the man.

There are other ways to have sex too. Tick any you have heard of

Oral sex ☐

Anal sex ☐

Oral sex is when a man or a woman kisses or licks the private parts of someone's body, such as their penis or vulva.

Anal sex is when a man puts his penis in to a man or woman's anus (or bottom).

Some people do not like oral sex or anal sex.

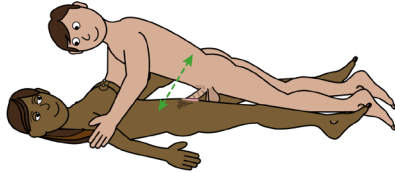
Remember you should not have any type of sex unless you really want to.



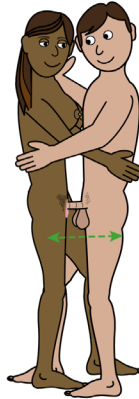
DIFFERENT TYPES OF SEX

Vaginal sex. Man's penis into woman's vagina.

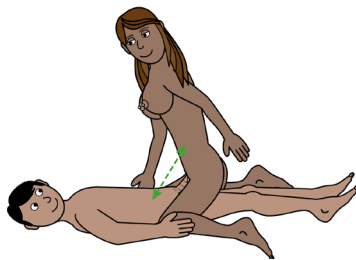
Missionary



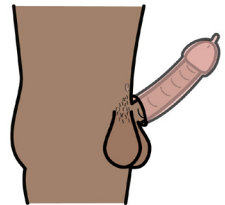
Standing



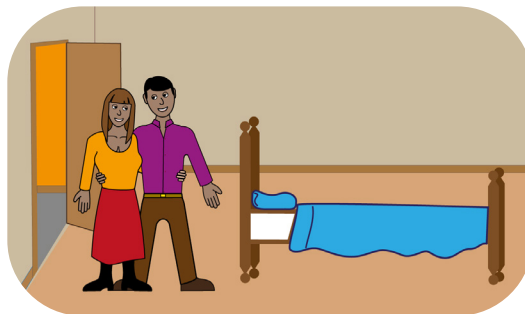
Woman on top.



Use a condom to prevent pregnancy and sexually transmitted infections.



Sex should be in a private place.

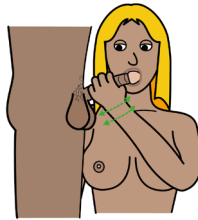


Where is a private place to have sex?

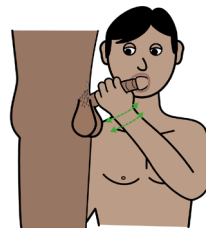
DIFFERENT TYPES OF SEX

Oral sex.

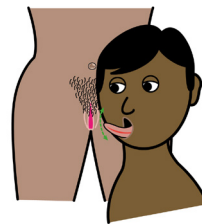
Man's penis into woman's mouth.



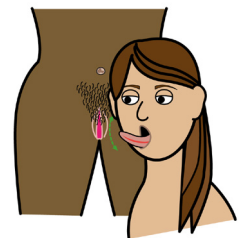
Man's penis into man's mouth.



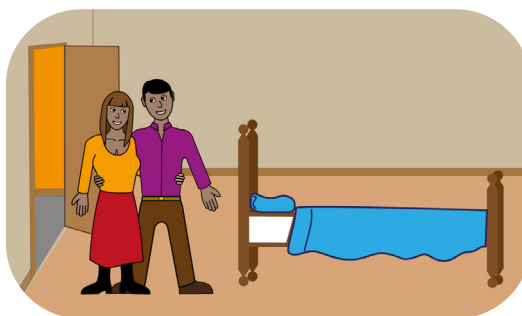
Man kisses or licks woman's vulva.



Woman kisses or licks woman's vulva.



Sex should be in a private place.

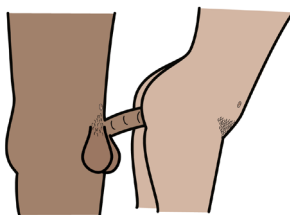


Where is a private place to have sex?

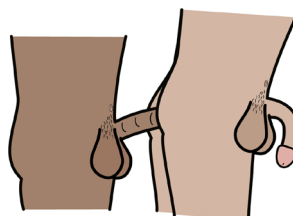
DIFFERENT TYPES OF SEX

Anal sex.

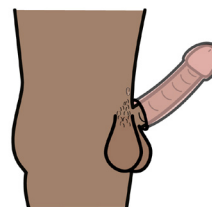
Man's penis in to woman's bottom.



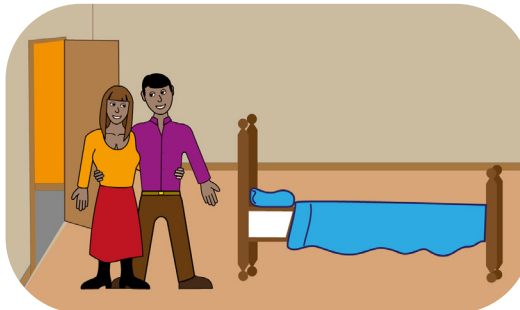
Man's penis in to man's bottom.



Use a condom to prevent sexually transmitted infections.



Sex should be in a private place.



You should also use lubricant for anal sex.

Where is a private place to have sex?

This section includes:

- Being in love
- Stages of intimacy in a relationship
- Stages of intimacy - Cards
- Stages of intimacy - Answers
- Risky sexual behaviour
- Sexual relationships
- Sexual relationships - Quiz
- Relationship behaviour
- Keeping yourself safe

These activities need additional guidance or can be expanded upon.

Being in love

A chance to recap on showing love. Highlights that sex is not an essential part of intimacy.

Stages of intimacy in a relationship, Stages of intimacy - Cards and Stages of intimacy - Answers

Reminds students that relationships progress through stages and may or may not involve sex.

Risky sexual behaviour

Discuss answers - why some behaviours are risky. Contraception and condoms are included as students may know these. If not, explain that these topics will be covered in later sections.

Sexual relationships

Discuss answers. All could have sexual relationships (including same sex and older people) EXCEPT the schoolgirl and schoolboy as they are too young.

Sexual relationships - Quiz

Discuss and challenge the student's answers.

Relationship behaviour

Discuss which behaviours are ok or not ok and why.

Keeping yourself safe

Discuss why some situations may not be safe.

BEING IN LOVE

Sex can be part of a relationship, but not everyone chooses to have sex.

There are others ways to show someone that you love them.

Can you think of any examples of how boyfriends and girlfriends show that they love each other?



STAGES OF INTIMACY IN A RELATIONSHIP

When a boyfriend or girlfriend enjoys kissing and cuddling, touching each other, maybe having sex, we call this being 'intimate' with each other.

On the next page there are some statement cards.

Each card describes an intimate stage in a relationship.

Cut them out and put them in the right order.

The first card should be the least intimate stage.

The last card will be the most intimate stage of a relationship.

STAGES OF INTIMACY - CARDS

Cut them out and put them in order. The answers are on the next page.

Kissing.

Touching a person under their clothes.

Being naked with a person.

Heavy petting (touching a private part of the body like the breast, penis or vulva).

Cuddling and holding hands.

Having sexual intercourse (sex).

Getting walked home by a person that fancies you.

STAGES OF INTIMACY - ANSWERS

Getting walked home by a person that fancies you.

Cuddling and holding hands.

Kissing.

Touching a person under their clothes.

Heavy petting (touching a private part of the body like the breast, penis or vulva).

Being naked with a person.

Having sexual intercourse (sex).

Remember that not everyone wants to have sexual intercourse. Some boyfriends and girlfriends just want to kiss and cuddle.

RISKY SEXUAL BEHAVIOUR

Circle the statements that you think are unsafe or risky.

A man and a woman having sex

Having sex with lots of people

Having sex if you are under 16 years old

Having sex with someone you do not know very well

Two men having sex

A man and a woman having sex

Two women having sex

Having sex without contraception

Having sex without a condom

We will learn more about contraception and condoms later in the workbook.

SEXUAL RELATIONSHIPS

Look at the pictures of these couples on the following pages.

Which of these couples could be having a sexual relationship?

Put a circle around the couples which you think could be having a sexual relationship.



SEXUAL RELATIONSHIPS



SEXUAL RELATIONSHIPS



SEXUAL RELATIONSHIPS - QUIZ

Please tick which of these statements are True or False.

	True	False
Everybody wants to have a boyfriend or girlfriend	<input type="checkbox"/>	<input type="checkbox"/>
Two boys can go out together	<input type="checkbox"/>	<input type="checkbox"/>
Two girls can go out together	<input type="checkbox"/>	<input type="checkbox"/>
People who love each other always have sex	<input type="checkbox"/>	<input type="checkbox"/>
People who love each other always get married	<input type="checkbox"/>	<input type="checkbox"/>
People who love each other sometimes live together	<input type="checkbox"/>	<input type="checkbox"/>
All women want to have a baby	<input type="checkbox"/>	<input type="checkbox"/>
It is against the Law to have sex if you are younger than 16	<input type="checkbox"/>	<input type="checkbox"/>

RELATIONSHIP BEHAVIOUR

Look at the chart below. Put a tick if the behaviour is OK. Put a cross if the behaviour is not OK.

	Hold Hands	Kiss on the cheek	Kiss on the mouth	Touch private parts over clothes	Touch private parts under clothes	Have sex
A man and a woman						
Two men						
Two women						
A man and a child						
A woman and a child						
Two children						

KEEPING YOURSELF SAFE

Please tick which of these are OK or NOT OK.

	Ok	Not Ok
Drinking alcohol.	<input type="checkbox"/>	<input type="checkbox"/>
Kissing someone you fancy.	<input type="checkbox"/>	<input type="checkbox"/>
Going to see someone you met on the internet.	<input type="checkbox"/>	<input type="checkbox"/>
Getting in to a stranger's car.	<input type="checkbox"/>	<input type="checkbox"/>
Being alone in your bedroom with your boyfriend or girlfriend.	<input type="checkbox"/>	<input type="checkbox"/>
Going on a date.	<input type="checkbox"/>	<input type="checkbox"/>
Trying drugs.	<input type="checkbox"/>	<input type="checkbox"/>
Having sex with someone when you do not want to.	<input type="checkbox"/>	<input type="checkbox"/>
Letting someone touch the private parts of your body when you do not want them to.	<input type="checkbox"/>	<input type="checkbox"/>
Touching someone when they do not want you to touch them.	<input type="checkbox"/>	<input type="checkbox"/>

BOUNDARIES AND CONSENT

Teachers Notes

Children with learning disabilities are not always taught about boundaries.

Harmful sexual behaviour, such as masturbation in public, touching themselves and others, can also occur.

We need to teach children and young people about boundaries, personal space and consent, acceptable and inappropriate behaviour, how to say yes and no, how to keep themselves and others safe.

This section includes:

- Circle of Friendship
- Consent in Relationships
- Without Consent
- With Consent
- Age of Consent
- Consent and the Law

Circle of Friendship

May be more effective if drawn on a larger piece of paper/flipchart.

An easy, visual way of learning about appropriate behaviour. If the young person has a boyfriend/girlfriend you may want to add more questions such as 'who can i touch'. 'who can touch my private body parts', 'who can I have sex with?'.

Can also select who it is **not ok** to hug/kiss and suggest other appropriate ways of greeting, saying hello etc.

Consent In Relationships

You can add more questions in, depending on the behaviour and relationship.

Teachers Notes

Without Consent and With Consent

These pictures are taken from the brilliant 'Puberty and Sexuality' from NHS Leeds. There are more images in that resources.

They can be found at:

[Puberty & Sexuality for Children with Learning Disabilities.](#)

Age of Consent and Consent and the Law

You may also want to discuss how someone could say 'no' and 'stop'.

Sex Flowcharts

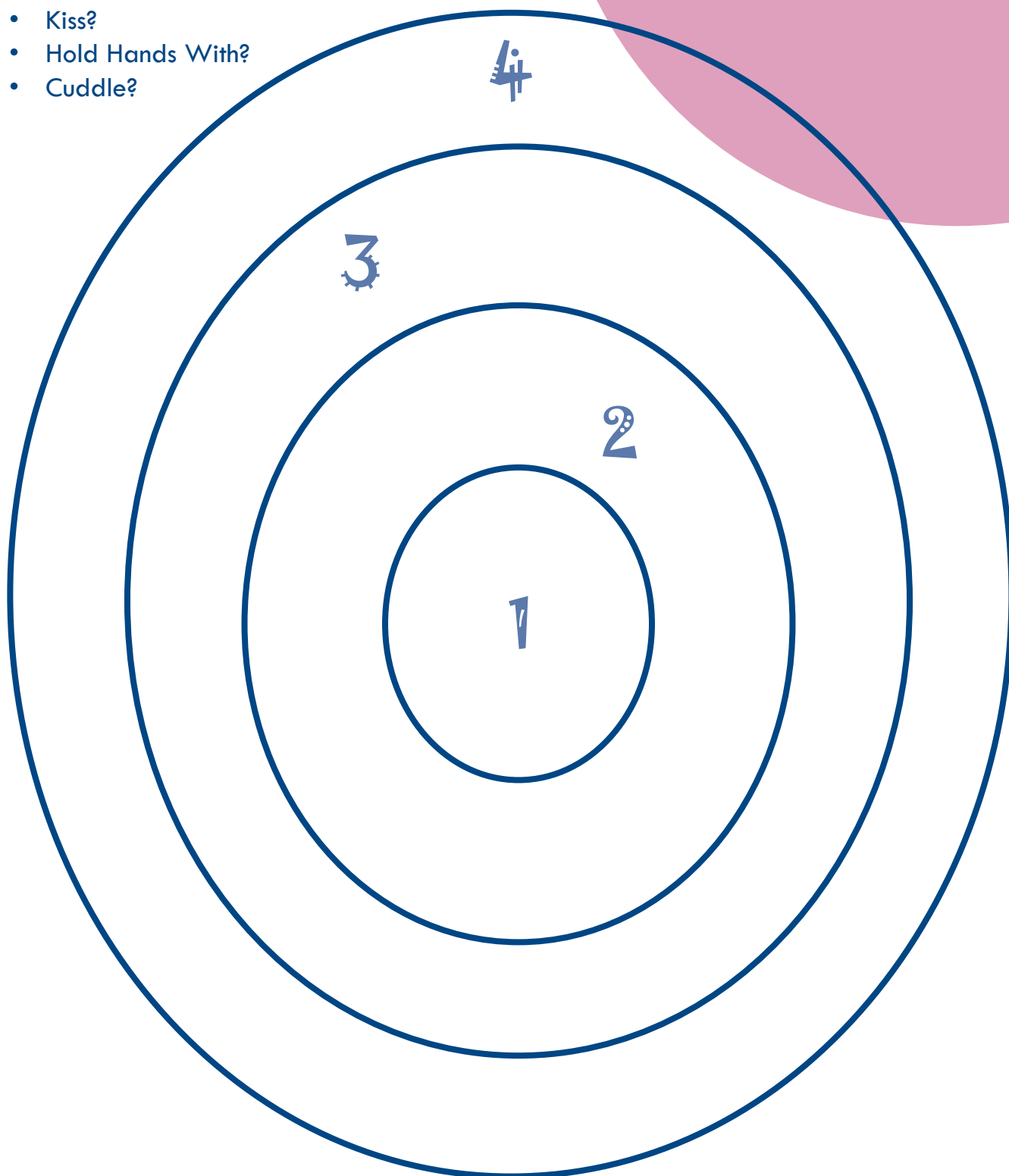
A useful tool to think about sex, consent and safe sex. These are taken from Education Scotlands's RSHP Education resource for young people with autism. www.education.gov.scot

CIRCLE OF FRIENDSHIP

Worksheets

Look again at your Circle of Friendship.
Who is it OK to:

- Hug?
- Kiss?
- Hold Hands With?
- Cuddle?



CONSENT IN RELATIONSHIPS

Consent in a relationship is important. Consent means you both agree to what is happening.

Should you ask consent for:

A kiss?

Yes

☐

No

☐

A hug?

☐
☐

To hold hands?

☐
☐

To touch someone's private body parts over their clothes?

☐
☐

To touch someone's private parts under their clothes?

☐
☐

To take someone's clothes off?

☐
☐

To have sex?

☐
☐


WITHOUT CONSENT

Look at this picture and answer the question?

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?



WITHOUT CONSENT

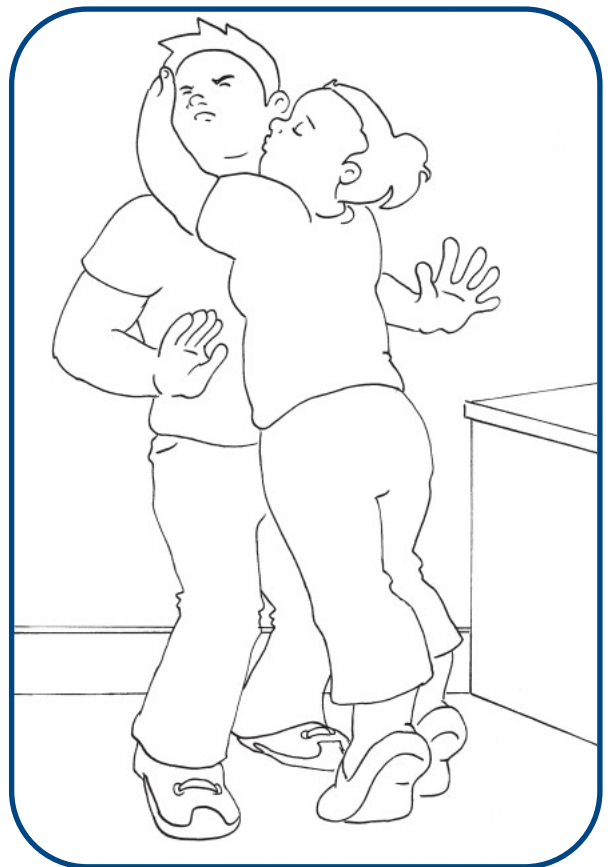
Look at this picture and answer the question?

What is happening?

What is his face doing?

What should he/she do in this situation?

Is this ok or not ok



WITHOUT CONSENT

Look at this picture and answer the question?

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?



WITHOUT CONSENT

Look at this picture and answer the question?

Where are they?

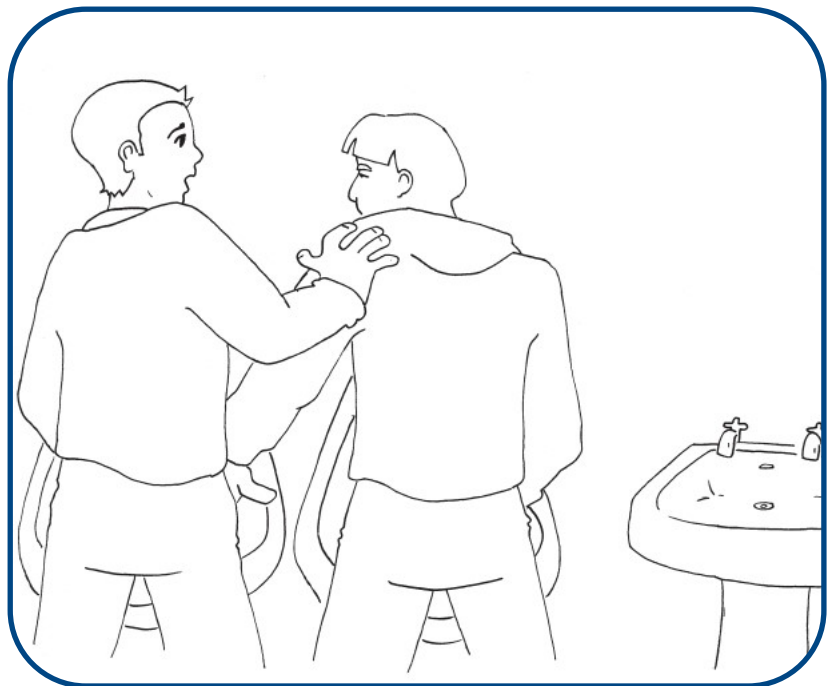
What is happening here?

Is this a public or private place?

What is the man's hand doing?

Is that ok or not ok?

What should he do?



WITH CONSENT

Look at this picture and answer the question?

Where are they?

Who is sitting there?

What are the men saying?

Do they look happy/sad/angry?

Is this ok or not ok?



WITH CONSENT

Look at this picture and answer the question?

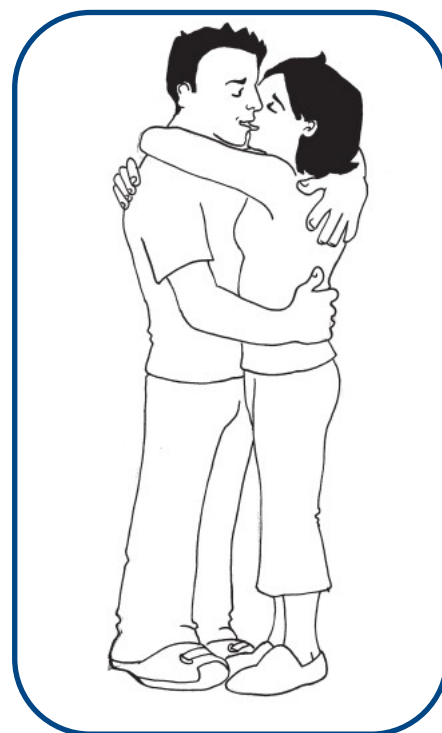
What is happening here?

Is this ok/not ok?

What are their hands doing?

What are their faces doing?

Are they happy?



WITH CONSENT

Look at this picture and answer the question?

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?



WITH CONSENT

Look at this picture and answer the question?

What is happening here?

Are they men or women?

What are their hands doing?

Are they happy or sad?



AGE OF CONSENT

The age of consent is 16.

The Law says both of you should be 16 or over to have sex.

The Law says your partner should be 16 or over to have sex.

It is age 16 for:

- 2 men having sex
- 2 women having sex
- a man and a woman having sex



What might happen if you have sex when you are under the age of 16?



CONSENT AND THE LAW

Even if you and your partner are over 16, you still need consent to have sex.

This means you both must want to have sex.

You can say '**NO**' and '**STOP**' at any time.

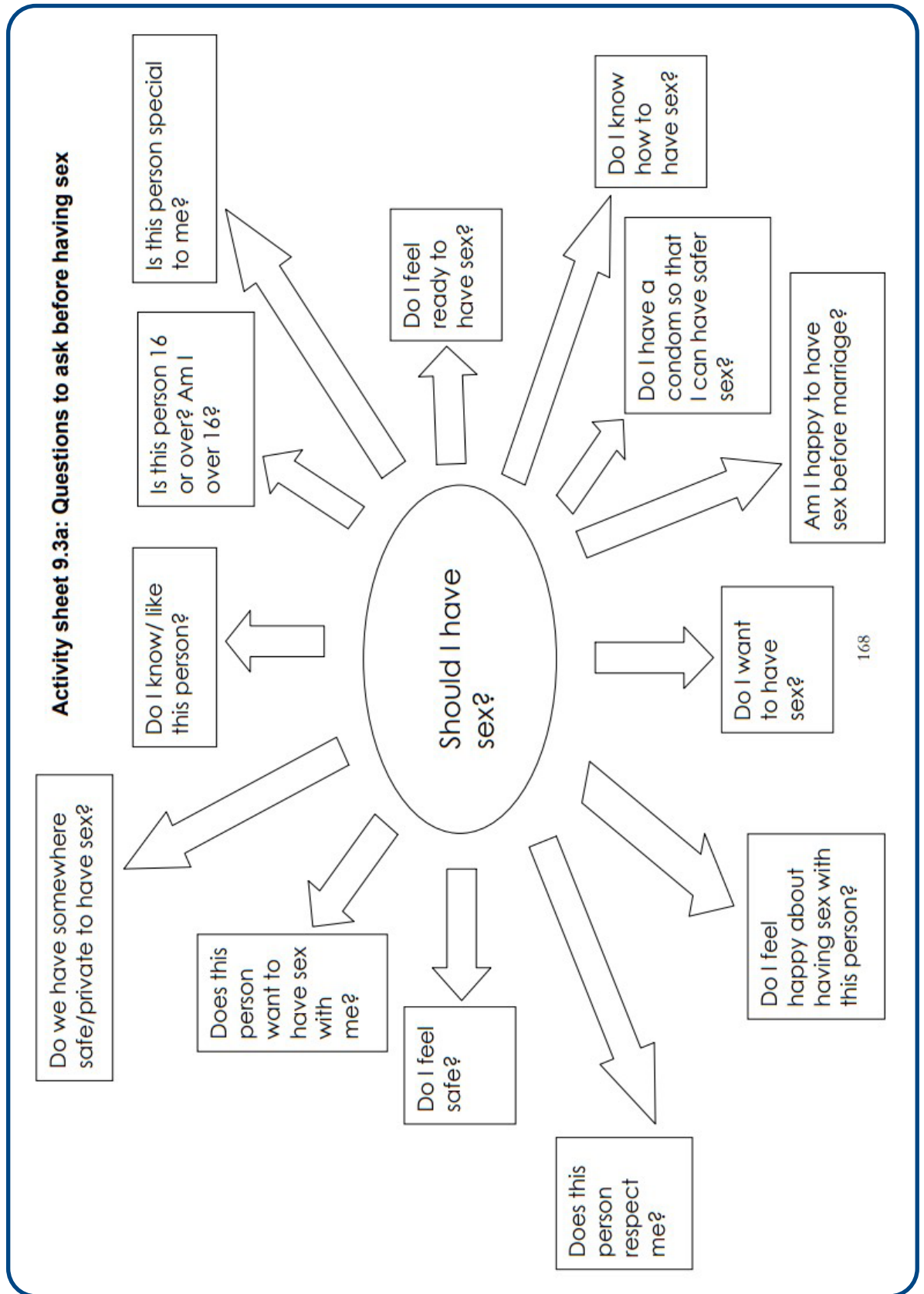


If someone makes you have sex when you do not give consent, it is against the Law.

If you make someone have sex when they do not consent, it is against the Law.

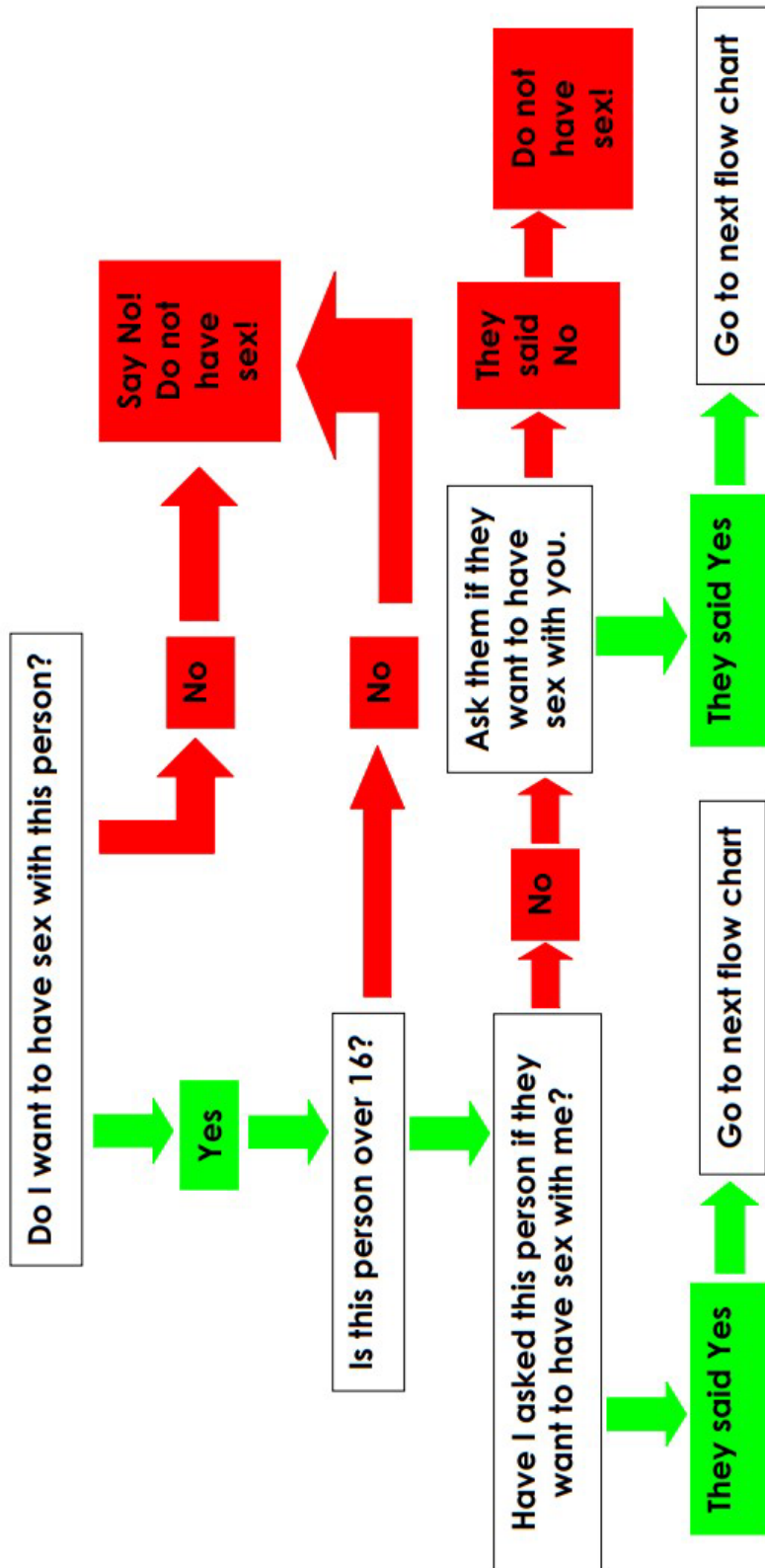
What happens if you have sex without consent?

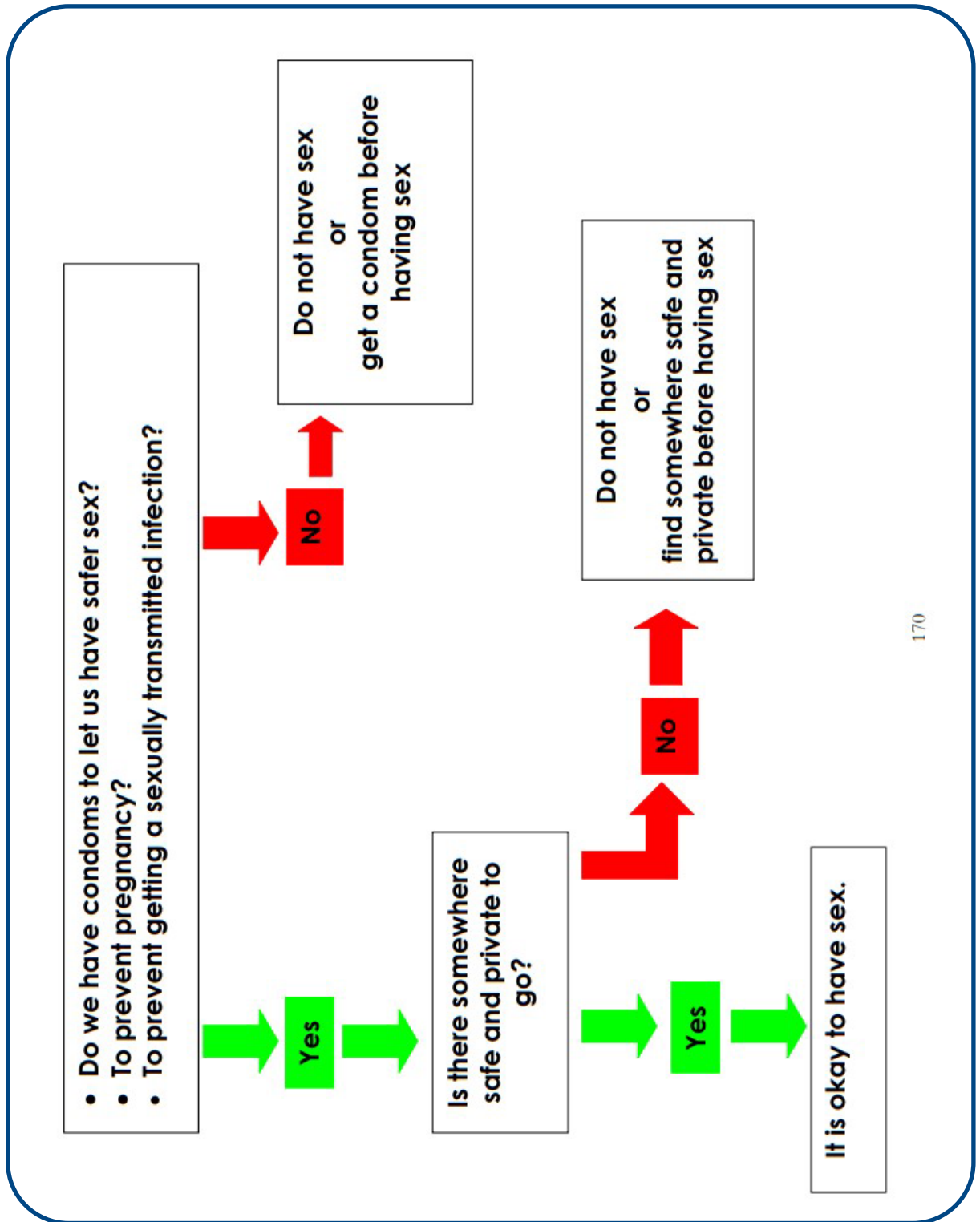




Activity sheet 9.3b: Thinking about having sex flowchart

Trying to decide who to have sex with can lead to you having lots of questions. The main things you have to know are:





170

Pornography is a multi billion pound industry.

Lots of people watch and enjoy porn. It follows that an adult with a learning disability has the same rights to watch porn as anyone else.

Young people often watch porn to learn about sex.

Young people with a learning disability are just as curious.

However, we must ensure that young people and adults with a learning disability also have access to sex education, so that porn is not their only learning opportunity.

This section includes:

- Pornography
- Sending Messages
- Online Dating

Some activities need additional guidance, or can be explained.

Pornography

Most young people find porn online. Can you direct them to healthier websites to find out about sex? Be Safe Have Fun is for young people with a learning disability aged 14 and over - www.health.ckuk.org.uk/

Real Sex/Porn Sex exercises - cut out and place under headers. Some can go under both headers.

A more detailed easy-read leaflet on Porn can be found here:

www.through-the-maze.org.uk/wp-content/uploads/2021/06/Pornography-guide-WEB-Spreads-07.03.21.pdf

Online Dating

Can you find local dating/friendship groups to join instead. Have a look at Dates n Mates Scotland - www.datesnmates.org.uk/

Pornography (or porn) is writing, pictures or films that show sex.

People watch porn to be sexually aroused or 'turned on'.

Why do people look at porn? (Tick Boxes)

To feel sexy

☐

To learn about sex

☐

For a laugh with friends.

☐

To masturbate.

☐

For sexy fun with a boyfriend or girlfriend.

☐

To get aroused and ready for sex with a partner.

☐

Any other reasons?

Where can you find porn? (Tick Boxes)

Magazines

☐

Books

☐

Online Videos

☐

Online Pictures

☐

DVD's

☐


PORNOGRAPHY

Where do you think most young people find porn?



PORNOGRAPHY

Real Sex or Porn Sex?

Porn is fantasy. It is not real sex or real relationships. Below is a list of things - which is Real Sex and which is porn Sex? Cut out and put under headers.

Sex with one partner.

Sex with lots of people.

All women have really large breasts.

Some women have large breasts. Some women have smaller breasts.

All men have really large penises.

Some men have a large penis. Some men have a smaller penis.

Sex is often quite quick.

Sex goes on for hours.

People have sex with strangers.

People have sex with people they love.

PORNOGRAPHY

Women have pubic hair
around their vulva.

Women have no
pubic hair.

Sex is very loud. People
scream they the orgasm.

Sex can be quiet.

Sex can be gentle and
loving.

Sex is rough and
sometimes violent.

People use condoms to
protect themselves from
sexually transmitted infections
and pregnancy.

Nobody uses condoms.

Not everyone enjoys
anal sex.

Everyone enjoys
anal sex.

PORNOGRAPHY

Some people think porn is harmful. Why might they think that?

Below is a list of reasons why porn might be harmful. Tick any you agree with. It can make you:

Feel like you should have the perfect body.

☐

Think you need to be brilliant at sex.

☐

Feel pressured in to having anal sex.

☐

Feel pressured in to having oral sex.

☐

Feel pressured in to having sex with more than one person.

☐

Believe that you have to perform for hours.

☐

PORNOGRAPHY

You can watch legal porn if you are over 18.

Porn is legal if it includes adults having sex with consent.

Some porn is illegal.

Illegal porn includes:

- Sex with children under the age of 18
- Sex involving harm, violence or death.
- Sex with animals.

What would happen if you watched illegal porn?



SENDING MESSAGES

Sending text messages to boyfriend or girlfriend can be fun. It is easy to flirt in a text message.

Your boyfriend or girlfriend might ask you to:

- Send them a picture of yourself naked.
- Send them a picture of your private body parts.

This is ok if you are both over 18 and you both want to do it.

But there are risks. What might the risks be?

Tick any you agree with:

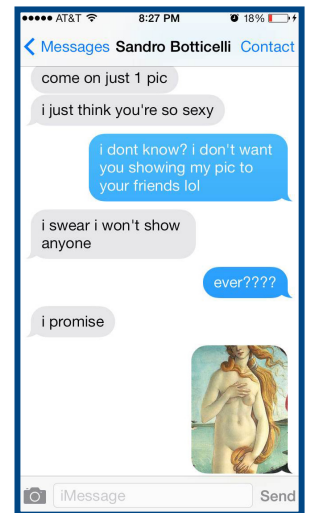
They might share your photo with their friends.

They might put your photo on social media.

They might threaten to send your photo to your parents.

They might threaten to share your photo unless you send money.

If you break up, they might share your photo just to be mean.

☐☐☐☐☐

ONLINE DATING

Lots of people meet online, It can be a good way of finding a girlfriend or boyfriend.

There are dating sites that you can join.

Here are some reasons why people like to meet online. Tick any you agree with:

You can talk anytime.

☐

You can take time to get to know each other.

☐

It is easier than talking face to face.

☐

It is fun.

☐

There are no awkward silences.

☐

You can decide if you like them before arranging to meet.

☐

It's less nerve wracking.

☐

ONLINE DATING

Meeting online also has risks. Tick any you agree with:

The person might not be who they say they are.

☐

They might pretend to be your boyfriend or girlfriend to get money out of you.

☐

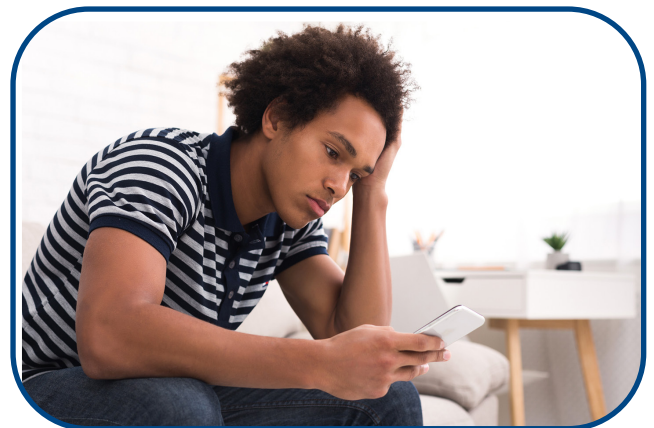
They might pretend to be your boyfriend or girlfriend to get you to send naked pictures of yourself

☐

Safer ways to meet online:

- Do not send photos.
- Do not send money.
- Do not give out your address or contact details.
- Tell a friend if you are worried.
- Report them.

Can you think of anything else?



ONLINE DATING

If you agree to go on a date, you could:

- Take a friend with you.
- Take money and your mobile phone.
- Make sure you meet in a public place.

Can you think of anything else?



This section includes:

- Sexually transmitted infections
- STI checklist
- STI facts
- STI facts - Memory game
- Symptoms
- STI - Quiz
- What to do if you think you might have sexually transmitted infection

Some activities need additional guidance, or can be expanded:

Sexually transmitted infections and STI checklist

Ask the students to write down as many as they have heard of. Compare with the checklist. It is not important that they know all the correct names, just that STI's exist. You can expand by explaining that chlamydia is common amongst young people.

Pubic lice would not be prevented by condoms as it is spread by close bodily contact, but as this usually occurs during sex it is considered a sexually transmitted infection.

STI facts and STI facts - Memory game

The important learning points from this are that STI's such as HIV are still not curable and that not having sex, or using a condom if you are having sex, is the best prevention.

Symptoms

Symptoms can vary and can be the result of something other than a STI. Some STI's also have no symptoms. Students only need to know the basics of what to look for. (If it looks different or feels different, see your doctor).

STI - Quiz

Challenge any answers which may be wrong.

Teachers Notes

What to do if you think you might have sexually transmitted infection

Young people need to know where to go for help. You could use clinic information, look at our website (www.centralexualhealth.org) or arrange to visit a local clinic with students. Remind students that they can take their friend, partner or parent with them.

The section in the workbook on condoms should ideally be included in the teaching of STI's.

Condoms, if used correctly, will prevent most sexually transmitted infections and should be used for vaginal, anal and oral sex.

SEXUALLY TRANSMITTED INFECTIONS

Worksheets

Sexually Transmitted Infections (often called STI's) are infectious diseases. You can catch a sexually transmitted infection by having sex with someone.

Write down the names of all the STI's you have heard of.

There is a checklist on the next page to look at.

STI CHECKLIST

Tick the ones you have heard of.

- | | |
|---------------|--------------------------|
| Chlamydia | <input type="checkbox"/> |
| Genital warts | <input type="checkbox"/> |
| HIV | <input type="checkbox"/> |
| AIDS | <input type="checkbox"/> |
| Herpes | <input type="checkbox"/> |
| Gonorrhoea | <input type="checkbox"/> |
| Pubic lice | <input type="checkbox"/> |
| Syphilis | <input type="checkbox"/> |

STI FACTS

Sexually transmitted infections (often called STI's) are infectious diseases.

You can catch a sexually transmitted infection by having sex with someone.

Chlamydia and genital warts are the most common forms of STI.

Sexually transmitted infections can be treated.

Some sexually transmitted infections, like HIV, can never be cured.

The best way to protect yourself from catching a sexually transmitted infection is to not have sex, or to always use a condom when having sex.



genital warts are a sexually transmitted infection

STI FACTS - MEMORY GAME

Fill in the missing words from the list below.

Sexually Transmitted Infections (often called STI's) are infectious

_____.

You can catch a sexually transmitted infection by _____
with someone. _____ and genital warts are the most
common sort of STI.

Sexually transmitted infections can be treated.

Some sexually transmitted infections, like _____ can
never be cured.

The best way to protect yourself from catching a sexually transmitted infection is
to _____, or to always use a _____
when having sex.

condom

HIV

having sex

chlamydia

not have sex

diseases

SYMPTOMS

It can be difficult to tell if someone has a sexually transmitted infection.

Which of these might be symptoms of a sexually transmitted infection?



	Yes	No
A sore penis or sore vagina	<input type="checkbox"/>	<input type="checkbox"/>
Pain when you urinate (have a wee)	<input type="checkbox"/>	<input type="checkbox"/>
An itchy nose	<input type="checkbox"/>	<input type="checkbox"/>
Itchy penis, itchy vulva, itchy vagina or itchy testicles	<input type="checkbox"/>	<input type="checkbox"/>
Spots or lumps on your penis or around your vulva	<input type="checkbox"/>	<input type="checkbox"/>
A spot on your face	<input type="checkbox"/>	<input type="checkbox"/>
A discharge (creamy liquid) from your penis or vagina that looks different or smells different	<input type="checkbox"/>	<input type="checkbox"/>

STI - QUIZ

True or False. You can catch a sexually transmitted infection by:

	True	False
Touching someone	<input type="checkbox"/>	<input type="checkbox"/>
Sitting next to someone	<input type="checkbox"/>	<input type="checkbox"/>
Hugging	<input type="checkbox"/>	<input type="checkbox"/>
Kissing someone on the mouth	<input type="checkbox"/>	<input type="checkbox"/>
Holding hands	<input type="checkbox"/>	<input type="checkbox"/>
Having sex with lots of different people	<input type="checkbox"/>	<input type="checkbox"/>
Having sex and using a condom	<input type="checkbox"/>	<input type="checkbox"/>
Sitting on a toilet seat	<input type="checkbox"/>	<input type="checkbox"/>
Touching yourself (masturbating)	<input type="checkbox"/>	<input type="checkbox"/>
Having sex without a condom	<input type="checkbox"/>	<input type="checkbox"/>

Do not worry if you have not heard of condoms. You will learn more in the contraception and condoms section of the workbook.

WHAT TO DO IF YOU THINK YOU MIGHT HAVE A SEXUALLY TRANSMITTED INFECTION

Remember that you are only likely to have a sexually transmitted infection if you have had sex and NOT used a condom.

Can you remember any signs or symptoms of STI's? Write them here.

If you think you might have a sexually transmitted infection who could you tell?

Tick people you could talk to.

Your doctor

☐

Someone at a Sexual Health clinic

☐

Your mum or dad

☐

Your teacher

☐

Your boyfriend or girlfriend

☐

A friend

☐

Is there anyone else you can think of?

This section includes:

- Contraception
- How babies are made
- How contraception works
- Contraceptives
- Contraceptives - Answers
- Emergency contraception
- Emergency contraception - Answers
- Contraception - Quiz
- Where to get contraception
- Where to get contraception - Answers
- Where to get contraception in Forth Valley
- Using condoms
- Condom instructions mix-up

Some activities need additional guidance, or can be expanded:

Contraception

Make a list of any contraceptives students have heard of. Borrow a Contrapack from our Health Improvement Resources Service to show contraceptives to students.

How babies are made

Students may need to recap on sexual intercourse and biological aspects (eggs in ovaries, sperm in testicles). Using a body outline may help.

How contraception works

This may be too complicated for some students. The learning objective is to use contraception every time you have sex if you do not want to have a baby.

Contraceptives and Contraceptives - Answers

This may be too complicated for some students. Adapt accordingly. Using a Contrapack (or demonstrating different contraceptives) can still be interesting without too much information. Condoms are the easiest to demonstrate and good to promote. If someone wanted more information about contraceptives for themselves they should visit their doctor or a sexual health clinic.

Teachers Notes

Emergency contraception and Emergency contraception - Answers

Students need to know that emergency contraceptives exist, need to be used as soon as possible after unprotected sex and where they can be accessed (doctor, clinic, pharmacy).

Contraception - Quiz

A useful reminder of the information given.

Where to get contraception and Where to get contraception - Answers

You could visit a pharmacist, supermarkets or a sexual health clinic.

Where to get contraception in Forth Valley

Visit out clinics in Forth valley or make the students familiar with finding clinic information on our website www.centalsexualhealth.org

Using condoms and Condom instructions mix-up

This exercise is much easier if used alongside a condom demonstrator and condoms available from our Health Improvement Resources Service.

C ONTRACEPTION

Worksheets

If a man and women have sex, the woman might become pregnant and have a baby.

If they do not want to get pregnant and have a baby they need to use contraception

How many types of contraception can you think of?

HOW BABIES ARE MADE

Contraception stops a woman from getting pregnant when she has sex.

During sexual intercourse the man puts his penis in to the woman's vagina.

When the man ejaculates, his semen and sperm go up in to the woman's vagina.

If the man's sperm and woman's egg meet inside the woman's body, they join together to make a fetus.

This is the start of a baby being made.

If the couple do not want to make a baby, they must use contraception.



HOW CONTRACEPTION WORKS

Contraception works in different ways:

It stops the man's sperm from getting to the woman's egg.

It stops the woman from releasing an egg every month.

It stops the woman's egg from settling inside her womb.

What might happen if a man and woman have sex without using contraception?

C ONTRACEPTIVES

Look at the pictures of the different types of contraceptives. Put the right name next to the right picture.



A _____



B _____



C _____



D _____



E _____



F _____

patch

condoms

contraceptive pill

injection

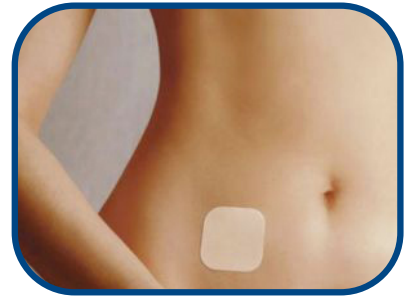
implant

coil (IUS or IUD)

C ONTRACEPTIVES - ANSWERS

A. PATCH

A woman puts the contraceptive patch on her body. It last for one week and then she must put another patch on.



B. INJECTION

The injection goes into a woman's arm or bottom and lasts for about 12 weeks. She then has to have another injection.



C. IMPLANT

The implant goes in to a woman's arm and lasts for 3 years.

After 3 years she can have another implant put in to her arm. This is the most popular long-term contraceptive for young women.



C ONTRACEPTIVES - ANSWERS

D. CONTRACEPTIVE PILL

There are lots of different types of pill to suit different women.

A woman must remember to take the pill every day or it will not work and she could get pregnant.

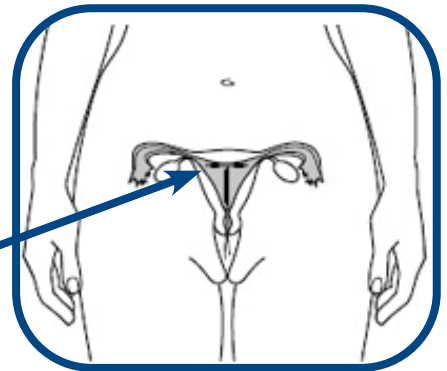


E. COIL (sometimes called an IUS or IUD).

This is a small device which is fitted inside a woman's womb. It stops an egg from settling in her womb.

A coil can last for 5 years or more and then the woman can have another coil fitted.

Coil



F. CONDOMS

A man puts a condom on his penis before he has sex. There are lots of different types of condoms.

Condoms stop pregnancy and also protect from sexually transmitted infections.



EMERGENCY CONTRACEPTION

If a woman has had unprotected sex (sex without using any kind of contraception), she may be able to take emergency contraception to stop her from getting pregnant.

Do you know the names of these emergency contraceptives?

Look at the pictures and write the name underneath.



A



B

EMERGENCY CONTRACEPTION - ANSWERS

- A. This is the emergency contraception pill.

The woman must take it as soon as possible after she has had unprotected sex. Some pills work for up to 3 days after she has unprotected sex. Other pills work for up to 5 days.



- B. This is the coil (sometimes called the IUS or IUD). The coil can work for a couple of weeks after the woman has had unprotected sex, depending on when her period is due.



C ONTRACEPTION - QUIZ

The implant goes in to a woman's arm and lasts for _____ .

There are lots of different types of pills. A woman has to remember to take the pill _____ or it will not work as a contraceptive and she could get pregnant.

The patch usually goes on a woman's arm or on her bottom and lasts for one _____ . She then has to put another patch on.

The injection usually goes in to a woman's arm or bottom and lasts for _____ . She then has to have another injection.

Condoms are the only type of contraception that stops pregnancy and protects against _____ .

sexually transmitted infections

week

every day

three years

12 weeks

WHERE TO GET CONTRACEPTION

Please tick True or False.

	True	False
You can get contraception from your doctor	<input type="checkbox"/>	<input type="checkbox"/>
You can buy condoms at the supermarket	<input type="checkbox"/>	<input type="checkbox"/>
You can get free condoms at your local Sexual Health Clinic	<input type="checkbox"/>	<input type="checkbox"/>
You can get free emergency contraception at pharmacies (chemists) in Forth Valley	<input type="checkbox"/>	<input type="checkbox"/>
You can buy condoms from vending machines	<input type="checkbox"/>	<input type="checkbox"/>
You can get contraception from your local Sexual Health Clinic	<input type="checkbox"/>	<input type="checkbox"/>
You can get free condoms by post in Forth Valley from: https://www.freecondomscentral.co.uk/	<input type="checkbox"/>	<input type="checkbox"/>

The answers are on the next page.

WHERE TO GET CONTRACEPTION - ANSWERS

Q. You can get contraception from your doctor.

A. True.

Q. You can buy condoms at the supermarket.

A. True. You can also buy them from pharmacists (chemists). You do not have to be over 16 to buy condoms.

Q. You can get free condoms at your local Sexual Health Clinic.

A. True.

Q. You can get free emergency contraception from pharmacies (chemists) in Forth Valley.

A. True. You get emergency contraception from pharmacists (chemists) in Forth Valley.

Q. You can buy condoms from vending machines.

A. True. Vending machines are often in toilets in pubs.

Q. You can get contraception from your local Sexual Health Clinic.

A. True.

Q. You can get free condoms by post in Forth Valley from:
<https://www.freecondomscentral.co.uk/>

A. True.

WHERE TO GET CONTRACEPTION IN FORTH VALLEY

NHS Forth Valley have a website called Central Sexual Health

www.centralsexualhealth.org

Look at the website and answer the questions.

1. Where is your local Sorted On Sex (SOS) clinic?

2. When is it open?

3. What can you get from your local Sorted on Sex Clinic?

4. Most pharmacies give out free emergency contraception. Which pharmacist is nearest to where you live?



USING CONDOMS

Condoms are the only form of contraception that stops pregnancy and protects against sexually transmitted infections. This is a list of instructions on how to use a condom.

1. Check the condom use-by date and for a safety kite mark.
2. Open the packet carefully. Do not tear the condom.
3. Make sure the man's penis is hard.
4. Place the condom on the tip of the penis and squeeze the teat on the end of the condom.
5. Unroll the condom down the length of the penis.
6. Place the penis (covered by condom) into the vagina.
7. After sex carefully remove the penis from the vagina.
8. Remove the condom from the penis.
9. Throw the condom in a bin.
10. Remember to always use a new condom when you have sex.



CONDOM INSTRUCTIONS MIX-UP

These condom instructions have been put in the wrong order. Cut out each statement and put them in the right order.

Throw the condom in a bin.

Check the condom use-by date and for a safety kite mark.

Open the packet carefully. Do not tear the condom.

After sex carefully remove the penis from the vagina.

Place the condom on the tip of the penis and squeeze the teat on the end of the condom.

Place penis (covered by condom) into the vagina.

Unroll the condom down the length of the penis.

Remember to always use a new condom every time you have sex.

Remove the condom from the penis.

Make sure the man's penis is hard.

This section includes:

- Condoms
- How does a condom work?
- How does a condom work? - Memory game
- Using condoms
- Condom instruction mix-up
- Getting condom use right
- Condom - Quiz

Some activities need additional guidance or can be expanded:

Condoms, Using condoms and Condom instruction mix-up

This would be easier to explain using condoms and a demonstrator (available from our Health Improvement Resource Service). Students should practice for themselves.

How does a condom work? and How does a condom work? - Memory game

Students may need to recap on 'sex' and also 'how babies are made' to understand how a condom works.

Getting condom use right

Doing a condom demonstration highlights how easy it is to get the condom inside out. Students could try it blindfolded to demonstrate how difficult it would be in the dark. Our Health Improvement Resource Service also has 'beer goggles' for loan (students wear these to give the illusion of being drunk).

A popular demonstration is also to blow the condom up so students can see how strong they are and how big they get to, and then rub on vaseline. The condom will explode. This highlights the need for correct use of lubricant.

Condom - Quiz

Emphasise that condoms can be bought at any age (so younger boys can practice in advance of starting a relationship) and they are free from our local sexual health clinics. You can also register for free condoms to use with students.

N.B. Condom use amongst young men needs to be encouraged. Condom demonstrations could be repeated with students to encourage learning and practice. Students should also be aware that condoms should be used for oral and anal sex.

Condoms are the only form of contraception that stops pregnancy AND protects against sexually transmitted infections.

The man wears a condom over his erect penis when he is having sex.



This is how a man would put a condom on.



HOW DOES A CONDOM WORK?

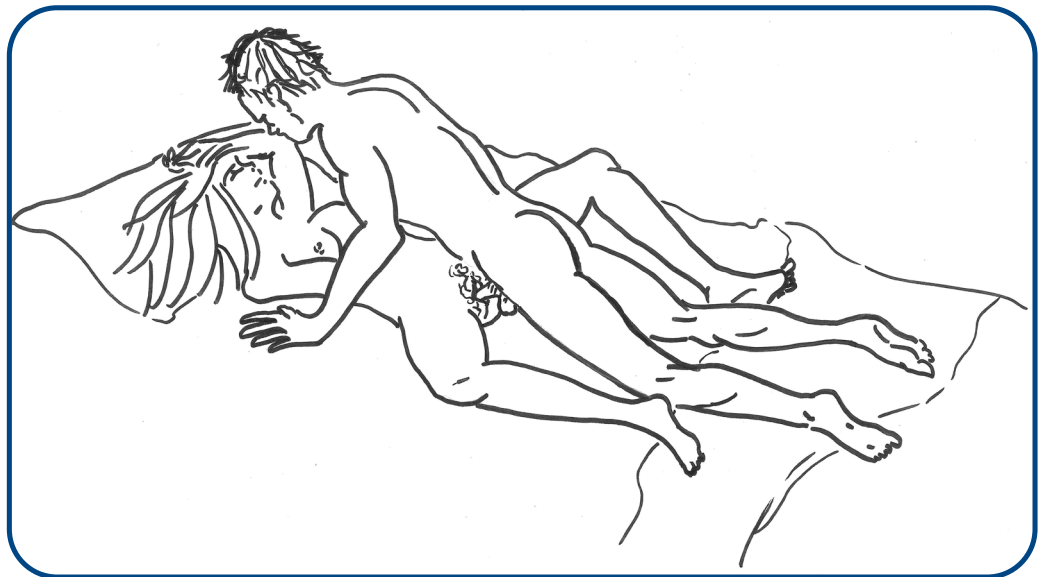
When a man is having sex with a woman, semen and sperm will ejaculate from his penis.

If the man is wearing a condom, the semen and sperm will collect in the end of the condom.

The condom stops the sperm and semen from going in to the woman's vagina.

This will prevent the woman from getting pregnant.

Condoms will also protect them both from sexually transmitted infections.



HOW DOES A CONDOM WORK? - MEMORY GAME

How does a condom work?

When a man is having sex with a woman, _____
will ejaculate from his penis.

If the man is wearing a _____, the semen and
sperm will collect in the end of the condom.

The condom stops the sperm and semen from going in to the woman's
_____.

This will prevent the woman from getting _____.

Condoms will also protect them both from _____.

sexually transmitted infections

condom

vagina

pregnant

semen and sperm

USING CONDOMS

Condoms are the only form of contraception that stops pregnancy and protects against sexually transmitted infections. This is a list of instructions on how to use a condom.

1. Check the condom use-by date and for a safety kite mark.
2. Open the packet carefully. Do not tear the condom.
3. Make sure the man's penis is hard.
4. Place the condom on the tip of the penis and squeeze the teat on the end of the condom.
5. Unroll the condom down the length of the penis.
6. Place the penis (covered by condom) into the vagina.
7. After sex carefully remove the penis from the vagina.
8. Remove the condom from the penis.
9. Throw the condom in a bin.
10. Remember to always use a new condom when you have sex.



CONDOM INSTRUCTIONS MIX-UP

These condom instructions have been put in the wrong order. Cut out each statement and put them in the right order.

Throw the condom in a bin.

Check the condom use-by date and for a safety kite mark.

Open the packet carefully. Do not tear the condom.

After sex carefully remove the penis from the vagina.

Place the condom on the tip of the penis and squeeze the teat on the end of the condom.

Place penis (covered by condom) into the vagina.

Unroll the condom down the length of the penis.

Remember to always use a new condom every time you have sex.

Remove the condom from the penis.

Make sure the man's penis is hard.

GETTING CONDOM USE RIGHT

Sometimes men might find it difficult to use condoms.

Tick any reasons why a man might not use a condom properly.

He is drunk

☐

He has been taking drugs

☐

He is feeling nervous about having sex

☐

His condoms are out of date

☐

It is too dark to see how to put it on properly

☐

His penis is not hard or erect enough to put the condom on

☐

He puts it on inside out

☐

He takes it off when the penis is soft and sperm spills out

☐

The condom bursts because he uses the wrong type of lubricant

☐

There are lots of reasons why people do not use condoms properly.

It is a good idea to practise on yourself (if you are a boy) so that you will know exactly what to do when you do have sex.

Sometimes, a woman will put a condom on for a man, so girls can practise on a condom demonstrator.

CONDOM - QUIZ

Please tick True or False.

	True	False
Condoms protect women from getting pregnant	<input type="checkbox"/>	<input type="checkbox"/>
Condoms protect men and women from getting sexually transmitted infections	<input type="checkbox"/>	<input type="checkbox"/>
You have to be 16 to buy condoms	<input type="checkbox"/>	<input type="checkbox"/>
Anyone can buy condoms	<input type="checkbox"/>	<input type="checkbox"/>
Condoms should be used for all types of sex	<input type="checkbox"/>	<input type="checkbox"/>
Condoms are free from sexual health clinics	<input type="checkbox"/>	<input type="checkbox"/>
Condoms come in different flavours and sizes	<input type="checkbox"/>	<input type="checkbox"/>
Boys should practise putting condoms on before they have sex so they know how to do it properly	<input type="checkbox"/>	<input type="checkbox"/>
You can get free condoms by post in Forth Valley from: https://www.freecondomscentral.co.uk/	<input type="checkbox"/>	<input type="checkbox"/>

CONDOM - QUIZ ANSWERS

Q. Condoms protect women from getting pregnant.

A. True.

Q. Condoms protect men and women from getting sexually transmitted infections.

A. True.

Q. You have to be 16 to buy condoms.

A. False.

Q. Anyone of any age can buy condoms. There is no legal age.

A. True.

Q. Condoms should be used for all types of sex, including oral, anal and vaginal sex.

A. True.

Q. Condoms are free from sexual health clinics.

A. True.

Q. Condoms come in different flavours and sizes.

A. True.

Q. Boys should practise putting condoms on before they have sex so they know how to do it properly

A. True.

Q. You can get free condoms by post in Forth Valley from:

<https://www.freecondomscentral.co.uk/>

A. True.

This section includes:

- How does a woman become pregnant?
- What is pregnancy?
- How babies are made
- How babies are made - Memory game
- Stages of pregnancy
- Pregnancy calendar
- Symptoms of pregnancy
- Symptoms of pregnancy - Answers
- Options if you are pregnant
- Pregnancy - Questions

Some activities need additional guidance, or can be expanded.

How does a woman become pregnant?

If students do not remember about where eggs and sperm are made, go back to the puberty section to recap.

What is pregnancy?

It may be useful to use a body outline to show where the womb is.

How babies are made and How babies are made - Memory game

If students need reminding about sex, go back to this section.

Stages of pregnancy and Pregnancy calendar

You can find other images of pregnancy and foetus development on the internet.

Symptoms of pregnancy and Symptoms of pregnancy - Answers

Bring a pregnancy test into school to show pupils.

Go to the chemist or supermarket and look at pregnancy tests (along with condoms, sanitary protection etc).

Options if you are pregnant

This should be discussed in more detail e.g the emotional implications of adoption and termination of pregnancy, or deciding to keep a baby.

Explore different viewpoints, ethics and beliefs.

- Why might people make those choices?
- What might influence them?

Strong views may be expressed which will require the teacher to be challenging and impartial.

Pregnancy - Questions

Think up additional questions to ask the student, or as part of a group exercise.

For example:

- Can a woman get pregnant the first time she has sex?
- Does contraception stop a woman getting pregnant?
- How many types of contraception do you know?

HOW DOES A WOMAN BECOME PREGNANT?

Worksheets

It takes a man's sperm and a woman's egg to make a baby.

Can you remember where the eggs are stored inside a woman's body?

Can you remember where the sperm are made in a man's body?

The man and woman will have sexual intercourse (sex) so that the egg and sperm can meet.



The woman will become pregnant and the baby will grow inside her.

WHAT IS PREGNANCY?

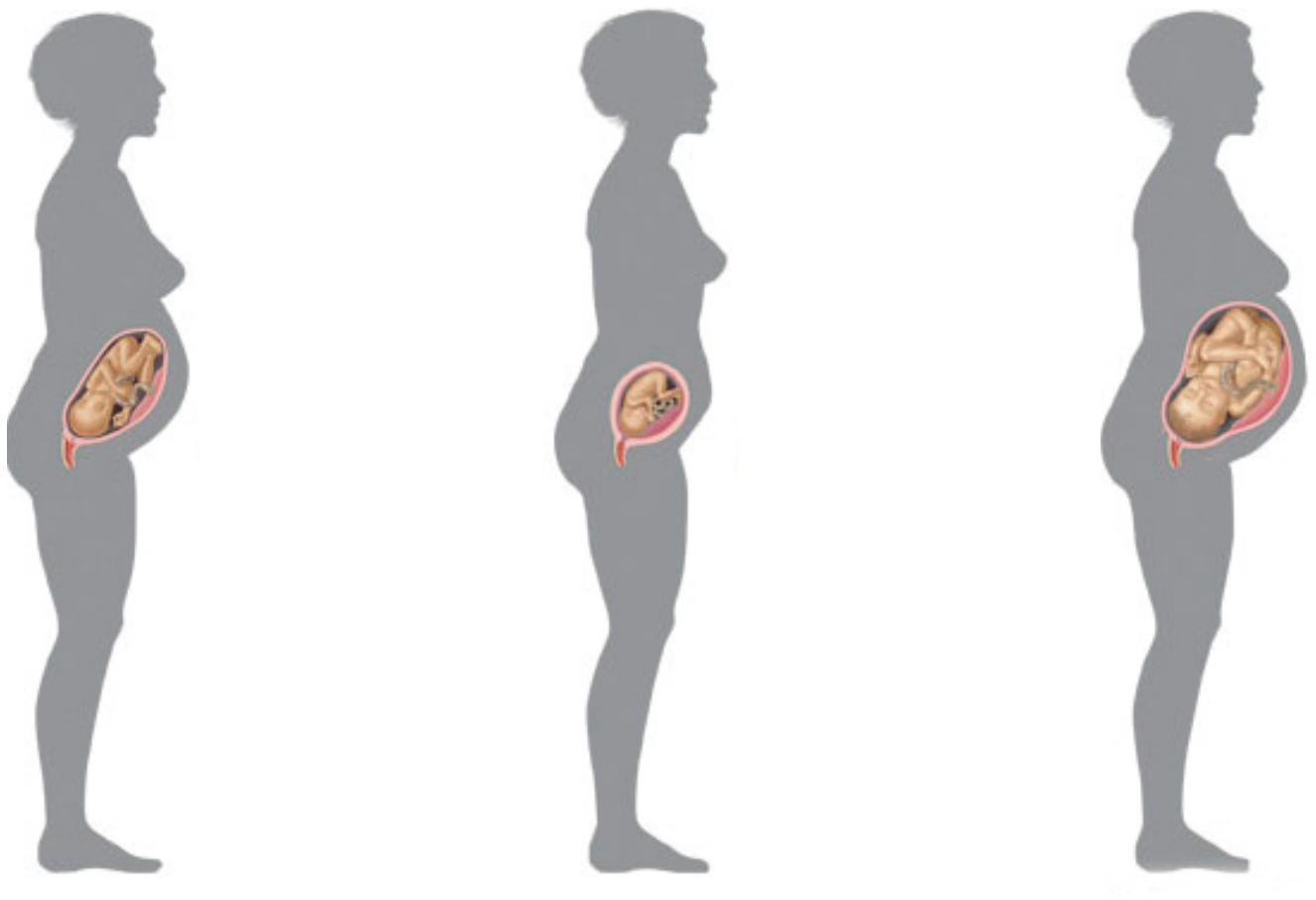
Pregnancy is the time when a woman is getting ready to have a baby.

The woman will have a fetus inside her.

A fetus is what a baby is called before it is born.

The fetus will grow in the woman's womb, inside her body, for about 9 months

After about 9 months the baby will be fully grown and is ready to be born.



1. Circle which picture shows the woman at the start of her pregnancy.
2. Circle the picture of the woman in the middle of her pregnancy.
3. Circle the picture of the woman at the end of her pregnancy, when the baby is ready to be born.

HOW BABIES ARE MADE

When a man and woman have sexual intercourse, the man puts his penis in to the woman's vagina.

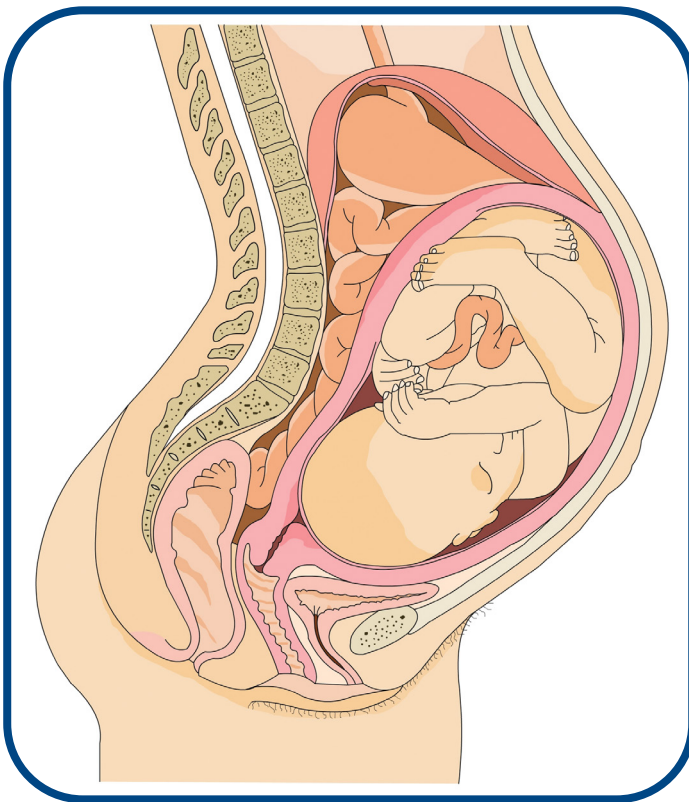
When the man's penis is in the woman's vagina, the man ejaculates. This means that the semen and sperm go up in to the woman's vagina.

If the sperm and egg meet inside the woman's vagina, they join together to make a fetus.

A fetus is what a baby is called before it is born.

The fetus grows in the woman's womb for 9 months.

After about 9 months the baby comes out of the woman's vagina and is born.



pictures of a fetus in a woman

HOW BABIES ARE MADE - MEMORY GAME

Can you remember how babies are made?

Fill in the missing words.

They are at the bottom of the page to help you if you have forgotten.

When a man and woman have sexual intercourse, the man puts his _____ into the woman's vagina.

When the man's penis is in the woman's vagina, the man _____.
This means that the semen and sperm go up into the woman's vagina.

If the sperm and egg meet inside the woman's vagina, they join together to make a _____.

A fetus is what a _____ is called before it is born.

The fetus grows in the woman's womb for _____.

After 9 months the baby comes out of the woman's _____ and is born.

baby

9 months

fetus

ejaculates

penis

vagina

STAGES OF PREGNANCY

Once a woman becomes pregnant, it takes about 9 months before the baby is ready to be born.

The baby grows inside the woman's womb. It is inside a bag of water to protect it.



Why do you think the woman's stomach gets bigger?

Why do you think the woman's breasts get bigger?

PREGNANCY CALENDAR

Have a look at the monthly calendar

January
February
March
April
May
June
July
August
September
October
November
December

It takes 9 months for a baby to be born.

If Sarah got pregnant in January, what month would her baby arrive?

If Jenny got pregnant in June, what month would her baby arrive?

If Frances got pregnant in March, what month would her baby arrive?

SYMPTOMS OF PREGNANCY

Why might a woman think she is pregnant? Circle any you think.

She feels sick

She has missed a period

She has had sex without using contraception

Her breasts may be tender

She thinks she has put on weight

Taking a pregnancy test is a good way of finding out if you are pregnant.

Where can you get pregnancy tests?

There is a list of answers over the page.



SYMPTOMS OF PREGNANCY - ANSWERS

You can get pregnancy tests from:

Supermarkets

Pharmacies (chemist shops)

Your doctor

Your local Sexual Health Clinic

* They are free from the doctor or clinic.

OPTIONS IF YOU ARE PREGNANT

If a woman is pregnant but does not want to keep the baby, she has a few options. Tick any of the options you have heard of.

She could take emergency contraception to stop her being pregnant (but only for a few days after she has had unprotected sex).

☐

She could have the baby adopted (she gives the baby to someone else when it is born).

☐

She could have a termination of pregnancy (sometimes called an abortion) to stop her being pregnant.

☐

PREGNANCY - QUESTIONS

Please tick True or False.

	True	False
When a girl reaches puberty and starts her period, she can get pregnant and have a baby if she has sex	<input type="checkbox"/>	<input type="checkbox"/>
A man can get pregnant and have a baby	<input type="checkbox"/>	<input type="checkbox"/>
Babies are made by a man and a woman having sexual intercourse (sex)	<input type="checkbox"/>	<input type="checkbox"/>
It takes one egg from a woman and one sperm from a man to make a baby	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy lasts for 12 months	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy lasts for 9 months	<input type="checkbox"/>	<input type="checkbox"/>
Using contraception (such as condoms) can stop a woman from getting pregnant	<input type="checkbox"/>	<input type="checkbox"/>
A fetus is what a baby is called before it is born	<input type="checkbox"/>	<input type="checkbox"/>
When a baby is born it comes out of the woman's vagina	<input type="checkbox"/>	<input type="checkbox"/>

This section includes:

- Going into labour
- Giving birth
- Memory game - Giving birth
- Sex, pregnancy and birth
- Sex, pregnancy and birth - Game
- At the birth
- What do babies need?
- Baby - Quiz

Some activities need additional guidance, or can be expanded.

Going into labour, Giving birth and Memory game - Giving birth

This may be complemented by looking online for images of birth, or borrowing resources featuring birth from our Health Information Resources Service at NHS Forth Valley.

Sex, pregnancy and birth and Sex, pregnancy and birth - Game

This exercise is to link the topics of sex, pregnancy and birth. Add or adapt statements according to ability.

At the birth

This can create discussion about where else a woman could choose to give birth and who might be with her.

It can also be worth explaining that babies sometimes arrive unexpectedly and are born in the back of a taxi and other unusual places!

What do babies need?

A repeat exercise from the growing up section.

Baby - Quiz

Add more questions according to ability.

GOING INTO LABOUR

Worksheets

After about 9 months of being pregnant, the woman's body will get ready to give birth to her baby.

This is called 'going into labour'.

The woman's 'waters will break'.

This means that the bag of water which the baby has been growing inside will break. This water will come out of the woman's vagina.

The woman will start to get pains in her stomach. These are called 'contractions'.

Some babies are born quickly and sometimes it can take a few hours.



Which part of the woman's body
will the baby come out of?

GIVING BIRTH

After about 9 months the baby will be ready to be born.

The baby moves out of the womb and into the woman's vagina.

The woman has to push with her stomach muscles to help the baby to move down the vagina.

This can be painful.

When the baby is born it usually comes head-first out of the vagina.

Some babies are born quickly and sometimes it can take a few hours.



this baby is being born in to a birthing pool (in water)

MEMORY GAME - GIVING BIRTH

After about _____ the baby will be ready to be born.

The baby moves out of the _____ and into the woman's vagina.

The woman has to push with her _____ to help the baby to move down the _____.

This can be _____.

When the _____ is born it usually comes head-first out of the vagina.

Some babies are born quickly and sometimes it can take a _____.

painful

9 months

baby

stomach muscles

womb

vagina

few hours



SEX, PREGNANCY AND BIRTH

Read the sequence of events from sex, pregnancy to birth. Then try the activity on the next page.

A man and a woman have sex.

The man ejaculates inside the woman's vagina.

The man's sperm meets the woman's egg. The woman becomes pregnant.

A baby starts to grow inside the woman's womb.

After about 9 months the woman goes into labour. Her waters break and contractions start.

The baby moves from the womb to the vagina, ready to be born.

The woman has to push with her stomach muscles to help the baby move down her vagina.

The baby comes out of the woman's vagina and is born.

SEX, PREGNANCY AND BIRTH - GAME

Cut out each statement about sex, pregnancy and birth and put them in the right order.

The baby comes out of the woman's vagina and is born.

The man ejaculates inside the woman's vagina.

A baby starts to grow inside the woman's womb.

The man's sperm meets the woman's egg. The woman becomes pregnant.

The woman has to push with her stomach muscles to help the baby move down her vagina.

The baby moves from the womb to the vagina, ready to be born.

After about 9 months the woman goes into labour. Her waters break and contractions start.

A man and a woman have sex.

AT THE BIRTH

Many women give birth to their baby in hospital.

Who do you think can help the woman while she is giving birth?

Draw a picture of some of the people who could help with the birth.

WHAT DO BABIES NEED?



What kinds of things will a baby need when it is born?

Where will the baby sleep?

What will the baby eat or drink?

How will the baby keep warm?

BABY - QUIZ

Circle the right answer.

1. How many months does it usually take for a baby to be born?

12

9

3

2. A baby grows after a woman's egg meets a man's...

spoon

sperm

toast

3. To have a baby, a man and a woman need to have...

sex

a holiday

a licence

4. A baby grows inside a woman's...

bottom

womb

vagina

5. When the baby is born it comes out of the woman's...

vagina

bottom

handbag

This section includes:

- Who can have a baby?
- Looking after a baby
- Looking after a young child
- Family pictures
- Looking after a teenager
- Looking after you
- Being a parent
- What would parenting be like?
- Best parent
- Wordbank - Best parent
- True or false
- Baby choices
- The right time to be a parent

Some activities need additional guidance, or can be expanded.

Who can have a baby?

Discuss why it might be possible, or not. The schoolchildren are too young to have sex (and are not responsible enough to be parents). Explain about the menopause and older women not being able to have children. Discuss same sex relationships and options of adoption, IVF etc. Male and female couples - discuss that they could have sex and have a baby, but that not all couples can have children. This can be for lots of reasons. (Some aspects of disability can sometimes affect fertility, which could be discussed if appropriate).

Looking after a baby and Looking after a young child

These can be expanded by using more pictures, talking to adults and parents with babies.

Family pictures, Looking after a teenager and Looking after you

Duplicate these exercises at home. Students could bring in photos (holiday snaps etc) of time together.

Being a parent

Discuss WHY students put 'yes' or 'no' as their answer. Why should a child not stay up till midnight?

What would parenting be like? and True or false

Students could talk to their own parent or carer about what parenting is like.

Duplicate true or false exercises at home - parent or carer and child together.

Baby choices

Discuss why people decide to have, or not have a baby. Be impartial and explain that not everyone wants to be a parent. Also explain that not everyone who wants a baby can look after them and why. You could expand to explore what would happen to a baby if its parents were not able to look after it (eg taken into care).

Best parent and Wordbank - Best parent

Add words to the wordbank and extend vocabulary.

The right time to be a parent

Discuss the student's ideas for their future. Share these ideas with parents. It is positive to have ambitions and plans for the future and to see beyond school.

WHO CAN HAVE A BABY?

Look at the pictures of these couples. Which of these couples could have a baby if they wanted one?

Put a tick next to the picture if you think they could have a baby.



LOOKING AFTER A BABY

This is a baby.



What do babies do?

What do babies need?

Who looks after babies?

LOOKING AFTER A YOUNG CHILD

This is a toddler.

What can toddlers do?



What do toddlers need?

Who looks after toddlers?

LOOKING AFTER A TEENAGER

These are teenagers.

What do teenagers do?

What do teenagers need?

Who looks after teenagers?



LOOKING AFTER YOU

Who looks after you?

Write their names here:

What kind of things do your parents or carers do for you? For example, do your washing, take you to school.

Write your examples here:

FAMILY PICTURES

Think of all the things that families do together (for example, eat dinner together, go to the park).

Make a list:

Write down some of the special things that you do with your own family.

Draw a picture to show you and your family doing something together.

BEING A PARENT

Imagine you are a parent.

How would you behave?



Would you let your child:

	Yes	No
Stay up till midnight?	<input type="checkbox"/>	<input type="checkbox"/>
Stay in bed and not go to school?	<input type="checkbox"/>	<input type="checkbox"/>
Eat chocolate for breakfast?	<input type="checkbox"/>	<input type="checkbox"/>
Have a new expensive mobile phone?	<input type="checkbox"/>	<input type="checkbox"/>
Have a computer in their bedroom?	<input type="checkbox"/>	<input type="checkbox"/>
Eat crisps for their tea?	<input type="checkbox"/>	<input type="checkbox"/>
Smoke a cigarette?	<input type="checkbox"/>	<input type="checkbox"/>
Drink alcohol?	<input type="checkbox"/>	<input type="checkbox"/>
Go out with a boy or girl you don't know?	<input type="checkbox"/>	<input type="checkbox"/>
Have lots of money?	<input type="checkbox"/>	<input type="checkbox"/>

WHAT WOULD PARENTING BE LIKE?

Think about all the things you like to do. For example go to school, go to the cinema, play football with friends or stay in bed.

Make a list:

Now imagine you had a baby. Could you still do all the things you like to do? Write down all the things you might have to give up if you had a baby. For example could you take a baby to school?

Make a list:

BEST PARENT

Draw a picture of a parent.

What type of person makes a good parent? Write all the special qualities they must have:

There is a wordbank on the next page to help you.

WORDBANK - BEST PARENT

patient

fun

loving

strict

organised

clever

gentle

considerate

understanding

caring

happy

trustworthy

kind

helpful

forgiving

dependable

supportive

reliable

chatty

quiet

honest

loyal

a good listener

friendly

generous

protective

thoughtful

TRUE OR FALSE

Please tick True or False.

	True	False
Buying things for children can cost a lot of money	<input type="checkbox"/>	<input type="checkbox"/>
Children are always well behaved	<input type="checkbox"/>	<input type="checkbox"/>
Parents can go out whenever they like and do whatever they want	<input type="checkbox"/>	<input type="checkbox"/>
Parents and children never argue	<input type="checkbox"/>	<input type="checkbox"/>
Children are always quiet and tidy	<input type="checkbox"/>	<input type="checkbox"/>
Parents do not get enough sleep, especially when babies are small	<input type="checkbox"/>	<input type="checkbox"/>
Being a parent is easy	<input type="checkbox"/>	<input type="checkbox"/>
Being a parent can be hard work	<input type="checkbox"/>	<input type="checkbox"/>

BABY CHOICES

Why would someone want to have a baby?

Why would someone choose not to have a baby?

Why might someone not be able to look after a baby?

THE RIGHT TIME TO BE A PARENT

Read the statements and tick Agree or Disagree.

	Agree	Disagree
I would like to have a job before I have a baby.	<input type="checkbox"/>	<input type="checkbox"/>
I would like to finish college or university before I have a baby.	<input type="checkbox"/>	<input type="checkbox"/>
I would like to be earning a lot of money before I have a baby.	<input type="checkbox"/>	<input type="checkbox"/>
I would like to have my own house before I have a baby.	<input type="checkbox"/>	<input type="checkbox"/>
I would like to be in a long-term relationship before I have a baby.	<input type="checkbox"/>	<input type="checkbox"/>
I would like to be married or live with someone special before I have a baby.	<input type="checkbox"/>	<input type="checkbox"/>

What do you think is the right age to be a parent?

Why?



This workbook contains tried and tested activities, recommended exercises and examples of good practice from people and organisations working in the field of Sexual Health and Relationship Education for young people with a learning disability.

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