

**THEMATIC UNIT:
SEX/SEXUAL INTERCOURSE**



Overview

This unit is provided to support young people aged 14+/16+ who are learning in Curriculum for Excellence terms at Early, First or Second Level. This is a broad spectrum of cognitive ability, but this content acknowledges that other parts of the national RSHP resource might not meet the needs of young people who require *age appropriate* but also *cognitively appropriate* learning on this key topic.

This unit aims to enhance the learners’ understanding of sexual intercourse, what it is and some of the important aspects of sex between adults including establishing relationships as the context for sexual intercourse, consent and the age of consent.

Understanding is developed and embedded through a range of carefully planned and personalised learning experiences. The activities are suggestions only. You can adapt or extend them to suit your learners’ age, cognitive ability and specific needs.

Links to Curriculum for Excellence	Learning intentions	Success criteria
<p>I understand my own body’s uniqueness, my developing sexuality, and that of others. HWB 3-47a</p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 3- 49a</p>	<p>With the appropriate level of support and resources children and young people learn:</p> <ul style="list-style-type: none"> • What acts we consider to be sex/sexual. • That sex is part of adult relationships/about the age of consent. • That sex should be consensual and pleasurable. • When a man and woman have sex the woman can get pregnant. • To indicate to an adult if they are upset. 	<ul style="list-style-type: none"> • I show awareness of what sex/sexual intercourse is/can involve. • I understand that sex is something adults do in a relationship. • I understand that sexual activity should be pleasurable. • I show awareness that I can say no to sexual activity. • I show understanding that when a man and woman have sex the woman can get pregnant. • I can identify a person I can speak to if I have questions or I am upset.

Why this learning matters

As parents, carers or educators we may not imagine that young people with additional support needs/learning disabilities will enter into sexual relationships, but as young adults they might (*more on the issue of sexual consent shortly*). If they do, they will benefit from awareness and understanding of the key messages that this unit of learning delivers.

Some of the concepts here are challenging, but we can work together as the adults around the young person to provide the best possible supports or scaffolding so that if they, one day, are in a position to develop an intimate adult relationship, there is a foundation we can build on.

A further need for this learning is that it is protective. If young people can be supported to recognise what sexual activities are, they can better understand or communicate when something is suggested or happens to them that they do not or cannot consent to. With this in mind we can use what is here to build on other learning supported by the national RSHP resource on themes like *Personal Space and Boundaries* and *Consent*.

On the topic of **consent to sexual activity** it is generally assumed that, at 16 years old, young people have capacity to consent to sexual activity, thus we have the age of consent as 16. The age of the consent is the same for young men and women and applies to all, regardless of the sex of the partner. RSHP education encourages young people to understand the law and to consider other factors in their life and personal relationships. RSHP education encourages delaying sexual activity until they feel ready, and for young people to think of sex as something that is best done in the context of a safe, healthy and happy relationship, free of coercion and regret. Most young people wait until they are 16 or older to have their first sexual experience.

The learning activities in this unit support learning about what sexual intercourse is. It is not possible here to explore whether an individual young person with additional support needs/learning disabilities will have capacity to consent to sexual relationships from the age of 16. This can only be done on an individual basis, where the young person, their parents and carers and supporting professionals can work together to assess needs, risks and to consider all of these in the context of the young person/young adult's human rights.

Activities, ideas and supports for learning

There are 6 sections in this booklet.

1. **What is sex/sexual intercourse?**
2. **How do people have sex?**
3. **Why do people have sex?**
4. **How babies are made: conception, pregnancy, birth**
5. **Key words: Heterosexual, lesbian, gay and bisexual**
6. **Important things/Key messages about sex: age of consent, pleasure and consent**

1. What is sex/sexual intercourse?

The law says that a number of activities are considered to be sex. It is important that young people are given the opportunity to understand these. This protects them from being exploited by others and also protects them from doing things that they had not understood were considered to be sexual acts, and so within the scope of the law.

Using the title and bullet points below we provide a script that explains which acts are considered to be sexual activity. You can use all the proposed content or elements that are relevant and useful for the learner at the time of your discussions. Oftentimes the work you do on this topic will be very personal to the young person, for example you may have to explain or want them to understand a particular activity.

In terms of images that support the text you can use whatever symbol/communication system the young person knows. If it supports learning and understanding you may choose to use the graphic/unambiguous images we have curated about sexual activity. These can be used with learners in upper secondary school or young adult learning contexts. As an educator you are required to make decisions about what is appropriate for your learners and build an approach that is supported by your setting and ongoing engagement with parents and carers. The additional images are here (<https://rshp.scot/learners-with-additional-support-needs-asn/images/>) If you have not already, you will need to register with us to view the images. Please read and follow the guidance offered when accessing these images.

Script/PowerPoint content suggestions:

These things are sex:

- When a man touches a man's penis and rubs/massages it (this is called masturbation).
- When a woman touches a man's penis and rubs/massages it (this is called masturbation).
- When a man touches a woman's vulva (this is called masturbation) or puts something into the woman's vulva/vagina.
- When a woman touches a woman's vulva (this is called masturbation) or puts something into the woman's vulva/vagina.
- When a man puts his penis into the woman's vulva/vagina.
- When a man puts his penis into a woman's mouth.
- When a man puts his penis into a woman's bottom.
- When a man puts his penis into a man's mouth.
- When a man puts his penis into a man's bottom.
- When a person kisses or puts their tongue into the other persons vulva or bottom.

2. How do people have sex?

Again, this is a script that can be used and revisited when a young person is in need of this information. You can use a symbol/communication system known to the learner or images are available that you can use to create a social story/PowerPoint:

(<https://rshp.scot/learners-with-additional-support-needs-asn/images/>) The text is a starting point, you might want to use further descriptions of sexual activity, borrowing from the text above. Editing what you choose to say will matter if or when you are describing opposite or same sex sexual activity; this will be guided by what the learner wants or needs to know.

How do people have sex?

- A couple will go to a private place like their bedroom.
- They will take off some or all of their clothes.
- They will kiss and cuddle and touch each other's bodies.
- They will touch the private parts of each other's bodies.
- A man's penis might get hard.
- A woman's vulva and vagina might feel tingly and wet.
- When people have sex, they might have an orgasm (sometimes people say 'come').
- For a woman an orgasm is a nice feeling in her body.
- For a man, if he has an orgasm a white liquid will come out of his hard penis. This is a nice feeling.

The agency CHANGE have now put their easy-read books on to YouTube as animated videos. The animation on **Sex and Masturbation** can be accessed via our ASN Images password protected space on the RSHP resource: <https://rshp.scot/learners-with-additional-support-needs-asn/images/>

3. Why do people have sex? *(Supporting Slides available)*

This script is intended to communicate the emotional aspects or feelings associated with sexual activity. Again, for development or design by you, to support you to meet the needs of the young person/young people you are teaching.

Why do people have sex?

- Sex is a special way that grown-ups can show love for each other.
- People have sex to feel closer to each other. People have sex because it feels nice.
- A man and a woman can have sex to make a baby.

4. How babies are made: Conception, pregnancy, birth

The booklet provided in the unit folder, ***How babies are made***, produced by NHS Forth Valley and Local Authority partners, provides a script and images to support learners with this part of the topic. The 'click/listen' function does not work but the images and script are the basis of the booklet.

5. Key words: Heterosexual, gay, lesbian and bisexual *(Supporting slides available)*

From other learning, in conversation, exposure to media and in their family lives young people will be aware that a person can love someone of the opposite or same sex. To clarify the language we use for this you can use this short script/PowerPoint with images of heterosexual, gay, lesbian and bisexual couples.

- When a couple are a woman and a man they are heterosexual. Sometimes people say 'straight'.
- When a couple are two men, they are gay.
- When a couple are two women, they are gay or lesbian.
- If a person is interested in having a partner that is a man or a woman they are bisexual.

6. Important things/Key messages about sex: age of consent, pleasure and consent *(Supporting Slides available)*

As we acknowledged earlier, some of these concepts are challenging and will require you to revisit and reinforce over time. The key messages presented here also build on other learning in terms of relationships and consent. You may want to take some time to discuss each statement rather than deliver them all at the same time.

Important things about sex

- The law says you must be 16 years or older to have sex.
- You should not have sex *just because* you are 16 or older.
- Sex should feel nice. Adults learn what they like and don't like.
- You can say no to kissing. So can other people.
- You can say no to touching. So can other people.
- You can say no to sex. So can other people.
- You can say no to sex even if you have said yes before. So can other people.
- Adults should only have sex when both of them want to.
- No-one should ever make another person have sex.

More about consent

There are messages and opportunities to learn about consent in this unit. Young people with additional support needs may need further opportunities to build understanding, awareness and capacity to apply learning to different circumstances. To give further breadth or depth to your learning around consent you can draw on approaches to teaching and learning that are provided in other parts of the RSHP resource here:

- We have developed content for learners with Complex Additional Support Needs, this will complement and build on learning in this unit: [Consent - RSHP](#)
- Other content has been developed for learners working at Second Level: <https://rshp.scot/second-level/#consent>
- Other content has been developed for learners working at Third/Fourth Level, this might be challenging for some learners with ASN but elements of it will be useful as they are age appropriate, take a look and decide what will work with your learners: <https://rshp.scot/third-fourth-level/#consent>

Extending learning

In the identification of which CfE Experiences and Outcomes are of relevance to our learners we have drawn, in this unit, on those at Third Level. This is not because we expect our learners to be learning at Third Levels for say Literacy or Numeracy, but because they remind us that much of what we do needs to be age as well as developmentally appropriate. If your learners would benefit from extending learning beyond what is described in this booklet please do refer to other RSHP material at First, Second and Third Level for some useful material you might want to adapt.

<https://rshp.scot/first-level/#howhumanlifebegins>

<https://rshp.scot/second-level/#sex>

<https://rshp.scot/third-fourth-level/#sexualintercourse>

And finally....

I can indicate to an adult if I am upset

Young people may be upset about aspects of their RSHP learning. As they learn we want them to understand and remember who they can find support from. Please use other opportunities to support young people to identify adults they trust and can talk to. In the material that supports learning for learners with more complex needs we talk about the My Circle exercise (see unit [Personal Space and Boundaries - RSHP](#)) which can support young people to identify who they can speak to if they are upset. Of course it is also the responsibility of adults who provide education and care to know the learner well and to be aware of changes in behaviours that might communicate worry or distress.

Learner evaluation

Learners should be asked to show a preference as to whether they like or dislike the activities that are part of their RSHP learning. It may be possible to tell if the child/young person is enjoying their participation as it happens, this is facilitated when the adult knows the learner well and is able to interpret reactions. Whether at school or at home, you may have already worked on developing an object of reference or signifier for when you want to know a child/young person's opinion. Learner evaluation will help you to make learning more enjoyable, relevant and useful for the learner.