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CHARGE!**



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# Education and Life Long Learning in Sexuality and Disability



# What are the issues?



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People with LLC's (DMD) living longer due to improved medical treatments and interventions.

*However,*

Broader social, emotional and sexual needs not so well supported

( Men living with long term conditions.

Exploring gender and improving social care Abbott 2014)



**WHAT AM I GOING TO DO  
LEAVE SCHOOL?**

**WHO CAN I TALK TO ABOUT SEX?**

**MEET**

**HOW CAN I GET BETTER AT  
TAKING UP FOR MYSELF?**



# How did we work together?





# What difference did it make?



**“It would be good in general, in the care industry, if they thought about these things more. Things about sex, which are important to people. ....**

**If they were more open about it, it might be easier for me to talk to my carers about. It might make it easier to be open about it if they were.” (Abbott 2014 p.3)**



**“It is important for the social care sector to think about gender and the whole range of social and sexual needs men living with long term conditions may have. These so called ‘sensitive topics’ need to be initiated by staff thereby giving explicit cues that the topics are legitimate and important.” (Abbott 2014 p.4)**



# Underpinning principles of Guidance ( 1/2 )

OU, 2015

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All young people with a life-limiting or life-threatening condition should expect:

- ◆ To have the right to privacy, dignity and confidentiality
- ◆ To be treated in an age-appropriate way, regardless of their developmental stage and mental capacity
- ◆ To be able to address sexuality, intimacy and relationships with freedom from fear, guilt, shame and taboo



# Underpinning principles of Guidance ( 1/2)



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- ◆ To be appropriately supported from vulnerability to risk or harm
- ◆ To have the right to discuss, explore and receive relevant information about relationships, intimacy and sexuality, if that is their wish
- ◆ To have their individual needs and views at the centre of care and support, but with information and support provided to their families too
- ◆ To be able to approach professionals to discuss issues of sex, sexuality and intimacy without being judged
- ◆ To have support relating to sex, sexuality and intimacy throughout their life, including early discussions in childhood, as needs change and at the end of life

# Standards for staff (1/2)



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**All members of staff should:**

- 1. Provide a life-long approach to providing information and education for young people, ensuring that they have access to developmentally appropriate information to enable them to explore and develop their own sexual identity, irrespective of gender or sexual orientation**
- 2. Prepare parents/carers to be able to support young people with their emerging sexuality, intimacy and relationship issues**
- 3. Feel confident about communicating with young people about sexuality and relationship issues, undertaking training as necessary**

## Standards for staff (2/2)

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4. Be informed about practical support that they can safely and legally provide to young people, including the use of technology
5. Be aware of cultural and religious beliefs of young people and how these may impact on young people's sexual development and sexual expression
6. Take professional accountability for ensuring that young people are supported with sexual issues, with awareness that avoidance of this can cause distress for young people
7. Take responsibility for safeguarding young people in their care
8. Adhere to codes of professional conduct

# Standards for organisations/managers



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**Organisations and service managers should:**

**1. Ensure that there are robust clinical governance procedures in place and that staff are fully aware of**

**them and know how to use them**

**2. Ensure that staff are providing support that is within the law, principles of safeguarding and which**

**concur with professional codes of conduct (page 32)**

**3. Ensure there is a sexuality policy in place to support both staff and young people, which is regularly reviewed**

**4. Provide training to enable their staff to support**

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**If in a years time, a young person were to approach you and speak to you about these issues, how well do hope you would be able to deal with that?**

**What would need to have happened for you between now and then to support you to respond with confidence?**



# Trusted resources (1/2)

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## For young people under 11

- ❑ 4You: Growing up – what's it all about
  - <http://www.fpa.org.uk/sites/default/files/4you-non-printing.pdf>
- ❑ Let's grow with Nisha and Joe (FPA)
  - <http://www.fpa.org.uk/sites/default/files/lets-grow-with-nisha-and-joe-non-printing.pdf>

## For young people 11-16

- ❑ SRE young people's series (FPA)
  - Is everybody doing it? (Contraception)
  - Love S.T.I.ngs (Sexually transmitted infections)
  - Pregnancy: a young person's guide
  - Is this love? (Healthy relationships)
  - <http://www.fpa.org.uk/resources/leaflet-and-booklet-downloads>

## For young people over 16

- ❑ Love Sex Life
  - <http://www.fpa.org.uk/resources/leaflet-and-booklet-downloads>

# Trusted resources (2/2)

Brook website for under 25s

[www.brook.org.uk](http://www.brook.org.uk)





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# For adults...

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## Outsiders

- [www.outsiders.org.uk](http://www.outsiders.org.uk)

## In Touch Project resources (Leonard Cheshire Disability)

- [www.leonardcheshire.org/what-we-do/past-projects/in-touch#.Vjo7RLfhDct](http://www.leonardcheshire.org/what-we-do/past-projects/in-touch#.Vjo7RLfhDct)

## The Site

- [www.thesite.org/sex-and-relationships/having-sex/sex-when-youre-disabled-4683.html](http://www.thesite.org/sex-and-relationships/having-sex/sex-when-youre-disabled-4683.html)





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