Relationships, Sexual Health and Parenthood Education

A Framework for Teaching Children & Young People with Additional Support Needs

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Developed in collaboration with
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SECTION 1

1.1 FOREWORD

Fife Education and Children’s Services, in collaboration with NHS Fife, have developed the following education framework to support children and young people who have Additional Support Needs (ASN) aged 3-19 years of age and to ensure children and young people have access to timely, appropriate support, advice and information.

The framework is intended to be used in educational settings, which includes Pupil Support Centre’s, Special Schools, Additional Support Classes and Departments of Additional Support to provide clear direction to staff. This will ensure a coordinated and consistent approach in line with existing policies and guidance in the realm of Relationships, Sexual Health and Parenthood Education (RSHPE) when working with children and young people with ASN. This framework compliments the National Guidance for Curriculum for Excellence: Health and Wellbeing Experiences and Outcomes.

Within the range of ASN, many children and young people have varying levels of learning, understanding, and cognitive abilities that may impact on their support requirements. It is also acknowledged that the young person may have co-existing conditions (Autistic Spectrum Disorder (ASD), physical disabilities, hearing and visual impairment) and therefore it is imperative that children and young people are provided with appropriate information and support tailored to meet individual needs.

This framework has been produced to support the planning of school education programmes for children and young people who have ASN and to inform the support provided within the school/centre setting. All references made within this document, from this point forward, will pertain specifically to children and young people with Additional Support Needs.

This framework also incorporates relevant content from the Fife Multi-agency ‘Best Practice Guidance ‘Making Choices Keeping Safe’ - Relationships & Sexual Wellbeing Best Practice Guidance for Staff Who Support Adults with a Learning Disability’ and it will also compliment other Education and Children’s Services and Fife Council organisational policies and documents.
1.2 ACKNOWLEDGEMENTS

A short life steering group was established to progress this area of work. The group would like to thank all individuals and agencies who contributed to the development of the framework.

A Survey Monkey consultation was conducted across all Additional Support Classes, Departments of Additional Support and Special Schools in Fife and findings were utilised to inform the development of this document. The group would like to thank all the schools that responded and contributed to the development of this framework.

NHS Fife convened a focus group to provide feedback, from a partnership perspective, and the group would like to thank NHS Fife colleagues for their contribution to the development of this framework.
1.3 INTRODUCTION

Relationships, sexual health and parenthood education (RSHPE) forms a key part of Health and Wellbeing within Curriculum for Excellence. RSHPE focuses on equipping children and young people with the knowledge, skills and attributes to enable them to form relationships in a responsible and healthy manner. It is an important part of preparation for adult life. Children and young people develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships and sexual health. They develop their understanding of the complex role and responsibilities of being a parent or carer. (Conduct of Relationships Sexual Health and Parenthood Education in Scottish Schools, 2014).

Whatever our gender, ability, culture, faith, sexuality and family background, we are all sexual beings, with the same need for good, appropriate information and RSHPE. Children and young people with ASN have the same rights as their peers to education, information, dignity and respect. The need for lifelong learning about RSHPE is particularly important given that young people often need constant and regular revision to ensure retention of learning. Also, many young people with ASN frequently do not have the same opportunities as others to learn about relationships and what is safe or unsafe, or appropriate in terms of sexual behaviour, from interaction with peers and from their social environment. Therefore, in order to learn about and understand their rights to be safe and happy in relationships, to learn the skills that are needed to negotiate and lead a healthy life, and to be able to access and use services, children and young people require professionals and parents/carers to revisit what needs to be learned regularly and often. Having a flexible approach to RSHPE is essential if the needs of children and young people are to be met.

Through RSHPE children and young people acquire accurate information, develop skills and develop positive values which will guide their decision-making, judgments, relationships and behaviour throughout their life. RSHPE can happen in a variety of settings and contexts, within groups or on a one to one basis. The basis of RSHPE is learning about relationships with families and friends, and developing life skills such as decision making and assertiveness. Children and young people need to learn and practice these skills from a very early age, and build on what they learn at home.

It is important to note that all children and young people require consistent information and opportunities to develop skills in relationships, sexual health and parenthood education. This framework should be adopted by all school staff, whether in the role of teacher, learning assistant, school nurse, janitor or administrator. They are relevant for the wider community.

It is envisaged that by providing children and young people access to timely support, education and accessible information within a culture that views RSHPE as the norm then this can contribute to improving the choices and sexual health outcomes for all children and young people.
Similarly, some staff need support and direction in this sensitive area to ensure that consistency and best practice are pursued. This framework is designed to:

- provide staff with relevant information on the context and content of education programmes
- increase staff confidence and competence in the delivery of relationships, sexual health and parenthood education
- outline a range of resources to support staff

This document aims to integrate relationships, sexual health and parenthood education into person centred planning to ensure a pro-active, inclusive approach is taken to support children and young people with ASN at all stages in their everyday lives. Please note that there is follow on multi agency guidance for staff who are supporting young people & adults with a learning disability (16+years) ‘Making Choices Keeping Safe – Relationships & Sexual Wellbeing Best Practice Guidance For Staff Who Support Adults With A Learning Disability’. This document may be particularly useful when transition planning. The guidance is available on the following website:


This document should also be read in conjunction with:
SECTION 2  VALUES

2.1 VALUES

The following guidelines adhere to values which are outlined in the Sexual Health and Relationships Education programme (SHARE) and SHARE Special the values underlying the programme are:

- Our sexuality is a natural and healthy part of who we are
- Each of us feels differently about our sexuality, and we may express it in different ways
- We should treat each other as we would like to be treated
- We should never have to do anything sexual we don’t want to do
- If we do choose to have sex, we should protect ourselves and sexual partners from unintended pregnancy and from sexually transmitted infections

If you would like to find out more information about the SHARE programme please refer to: http://www.healthscotland.com/documents/4946.aspx

In addition to SHARE and SHARE Special values, this framework has a focus on improving outcomes for children, young people and their families based on a shared understanding of well-being which are reflected within Getting it right for every child (GIRFEC) values and principles. These are:

- Promoting the well-being of individual children and young people: this is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time.
- Keeping children and young people safe: emotional and physical safety is fundamental and is wider than child protection
- Keeping children and young people safe: children and young people should have their views listened to and they should be involved in decisions that affect them.
- Taking a whole child approach: recognising that what is going on in one part of a child or young person’s life can affect many other areas of his or her life.
- Building on strengths and promoting resilience: using a child or young person’s existing networks and support where possible.
- Building a competent workforce to promote children and young people’s well-being: committed to contributing individual learning and development and improvement of inter-professional practice.

For further information on Getting it right for every child (GIRFEC) values and principles please refer to: http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

This framework also endorses the rights of children and young people which are firmly rooted within the United Nations Convention of the Rights of the Child whilst placing this in a context of Child Protection where appropriate.
Specific reference has been made to the following rights:

**Article 12**
Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

**Article 13**
Children have the right to get and to share information, as long as the information is not damaging to them or to others.

**Article 16**
Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

**Article 19**
Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 23**
Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

**Article 34**
The Government should protect children from sexual abuse.

Further information can be found at:
http://www.unicef.org.uk/crc?gclid=COvwu6Po8b0CFUP3wgod3mYA_q&sissr=1

**2.2 DIVERSE COMMUNITY VIEWS**

The Kingdom of Fife benefits from a wide range of diverse communities with their own distinctive cultural, religious, spiritual beliefs and practices. Increasingly, many children and young people with ASN, staff and parents will come from these minority communities, some of which will have clear views about the place of RSHPE in children and young people’s lives. Staff and parents from particular communities may for example have strong views on matters such as sexual orientation, masturbation, pornography and sexual relationships outside of marriage.

It is important to understand that children and young people with ASN come from diverse communities and that sexuality will be just one part of their lives, albeit an integral part. In making decisions and judgments about any individual’s choice of relationships/sexual behaviours, it is important to consider not only the situation in question, but the wider context of the child and young person’s life including the religious / cultural context. (See section 4.5)
Staff must be aware and understand that cultural and religious perspectives need to be taken into account when preparing RSHPE programmes and when consulting with parents and carers. Staff should be sensitive towards parental concerns around cultural concerns and religious beliefs and take this into account when developing age appropriate programmes (See section 4.2). However, this in itself can be complex, as it is not always clear what is in fact a religious belief and what is a cultural norm. If in doubt, please seek advice from your manager.
SECTION 3  RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD
FRAMEWORK

Some of the sections contained in this framework are procedural and require action from staff, while others are simply information giving. Staff are therefore strongly advised to read all sections and familiarise themselves with the contents.

3.1 HEALTH AND WELLBEING ACROSS LEARNING: THE RESPONSIBILITIES OF ALL PRACTITIONERS

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

The responsibilities include individuals’ contributions to the features set out in the introductory statements, and Curriculum for Excellence: Health and Wellbeing Experiences and Outcomes for Mental, Emotional, Social and Physical Wellbeing, Planning for Choices and Changes, and Relationships, Sexual Health and Parenthood. They include each practitioner’s role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning, and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of equalities, anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral. (Curriculum for Excellence Health & Wellbeing: Principles & Practice)

Staff should try to feel comfortable when they are required to discuss RSHPE with children and young people. If they are embarrassed or furtive in their approach, the child or young person may mirror this. Training and on-going support from management and colleagues may offer staff an opportunity to develop confidence in talking about these issues. In order to build staff capacity, staff who display particular skills in this area can take on a lead role within their organisation to share the learning amongst colleagues, including offering peer support to those who need to build up their confidence. Children and young people have the right to be supported by staff who are equipped with relevant knowledge, skills and resources in the area of sexual health and relationships.

Some children and young people with ASN may use street slang for body parts and sexual practices and staff should be prepared to use this language. However, staff should also support them to understand other terms and in particular develop adult appropriate language.
3.2 INTIMATE CARE

When working with children and young people with ASN it may be necessary for staff to undertake personal hygiene and intimate care tasks.

The physical comfort of children and young people should be prioritised by staff as being of primary importance whilst carrying out personal care tasks.

The dignity of children and young people with learning/physical disabilities must be upheld by staff at all times.

In practice, this means that staff should:

- Be familiar with relevant policy and guidelines.
- Have access to support from the senior management team.
- Have access to partners, specialist and peer support where required.
- Have access to relevant and appropriate training on an ongoing basis to enable individuals to update their skills and knowledge base.
- Have access to the appropriate support and training to ensure that staff know how to deal with the disclosure of abuse and adhere to Fife Child Protection Interagency Guidance (2011) and single agency procedure.
- Have access to appropriate information and resources both for their own use and for use with children and young people with ASN.
- Have the right to hold their own values and beliefs. However, this does not mean that staff impose their own values and beliefs or refuse to support the child and young person's individual choice or diminish the service offered.
- Have the right to contribute to the assessment of the child and young person's needs and wants, ensuring the individual is at the centre of the planning and decision making process.
SECTION 4  RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD EDUCATION

4.1 Relationships, Sexual Health and Parenthood Education

The process of building social contacts by making friends and establishing appropriate relationships is a key developmental stage for all children and young people. All children and young people have a right to develop relationships as appropriate to their needs. With regard to RSHPE they should be supported within their school’s health and wellbeing programme. This may need to be more/less explicit, may take more time and will need to be repeated. Young people with ASN are less likely to access informal unstructured social and sexual learning opportunities. Hence the need to ensure the quality of a school RSHPE programme.

Staff should be aware that while some children and young people may progress through the typical developmental milestones (See appendix 5) it is very likely that for others, this progression may not be linear.

In addition, it is also important to note that “healthy sexual behaviours are more complex to define in children and young people with learning disabilities or special educational needs, because a child/young person’s chronological age and developmental stage may be different; therefore they may be acting at a developmentally appropriate level but the behaviour is seen as problematic because of their age. For example, young people who attempt even low key sexual behaviours with children who are chronologically much younger than them”. (NHS Fife Guidance for referring Children and Young People with Learning Disabilities who may display sexually inappropriate behaviour. 2012) (See appendix 6)

4.2 ELEMENTS OF A RSHPE PROGRAMME

Young people with ASN need access to good information, advice and guidance to enhance their knowledge, skills and decision-making to keep safe and healthy. When developing RSHPE, the aim of the programme should be to support children and young people to develop the self and social awareness needed to make personal relationships with others, and develop an appropriate awareness of sexuality in order to make informed choices.

Staff will be required to exercise care and skill in assessing, planning and tailoring specific input to meet individual needs.

During the planning stage, staff should give consideration to parental concerns. Parents may wish to have the opportunity to discuss the programme and view materials.

In the planning and teaching of RHSPE for an individual and to ensure consistency of delivery across all contexts that the young person experiences (home, school, respite) staff should consult/collaborate with all partner agencies involved.
Research suggests that RSHPE is best taught in small groups. However, it may be more suitable for some children and young people to have individualised programmes and one-to-one support.

It is recommended that the following areas are included when planning RSHPE programmes:

**Social Skills:**

- Establishing rules and boundaries.
- Forming a group.
- Awareness of self in relation to others.
- Family, friends and relationships.
- Societal and cultural attitudes.
- Parenthood  
  See Refs Section 6 ‘Making Choices Keeping Safe’
- Same Sex relationships/ LGBT  
  See Refs Section 6 ‘Making Choices Keeping Safe’
- Marriage and responsibilities to partners.
- Validity of other types of relationship.
- Appropriate language and the context of use

**Body Awareness and Basic Information about Sexual Health:**

- Human Biology.
- Reproductive function.
- Puberty.
- Personal Hygiene
- Masturbation, ejaculation.
- Menstruation.
- Pregnancy; conception; needs of a baby; reality of parenthood.
- Sexually Transmitted Infections, including HIV& Aids
- Contraception  
  See Refs Section 6 ‘Making Choices Keeping Safe’

**Personal Health and Contraceptive Advice:**

- Ensure children and young people know whom to access within the school for advice.
- How to access a range of services within NHS, Sexual Health Fife.
- Local services available, for example, Primary Care family doctor and practice nurse or pharmacy.
- Have access to information on different types of contraception and how to negotiate condom use.

**Appropriate Behaviour:**

- Time and place.
- Body language.
- Private and public behaviour/environments.
• Difference between child and adult behaviour.
• Appropriate expression of feelings and emotions.

Assertion: Protection against Abuse:

• How to make choices.
• How to say ‘Yes’ and ‘No’ assertively, and how to insist it is acted upon.
• Recognition of social pressures.
• Rights and responsibilities of increased independence.
• Good touch and bad touch.
• Protective behaviours.
• Identifying abuse if it happens and reporting it.

The Law:

• Responsibilities of the young person, staff, parents/carers.

Media Influence:

• Issues around possible devaluation and exploitation of people through pornography and stereotyping.
• Internet Safety. Explicitly teach safety related to I.T. and accessing the internet / social media i.e. online forums, chat rooms, Facebook, twitter, Instagram etc.

It is important to recognise that some young people may experience difficulty with transferring the learning from the classroom setting into ‘real life’ situations. Therefore, the education delivery needs to be continuously re-visited to build on individual learning.

Young people, who want to access sexual health services, may experience embarrassment, lack of awareness about service provision and fear about the confidentiality of services. These can all be barriers to them accessing the support and information they need. Staff will need to be familiar with local service provision and may consider involving outside agencies to come along and promote their service.

The above list is not exhaustive and should be referred to as a basis for planning RSHPE. (See Appendix 1 for local external agencies / services who can provide additional information and support with this area of work).

4.3 RELATIONSHIPS AND SEXUAL WELLBEING

Sexuality is a natural and healthy part of being human. Children and young people are entitled to express their sexuality in different ways, showing respect for self and others. Children and young people should be supported to make informed choices, and exercise their rights and responsibilities in regards to personal relationships and sexual wellbeing, which are an integral part of their lives. They have the right to enjoy a full range of
relationships and to choose to express their sexuality at a variety of levels.

In practice this means that staff should ensure a range of opportunities such as:

- Help with understanding and expressing feelings, for example pleasure, anger, happiness, loss, joy, love, desire, intimacy.
- Giving the opportunity to have a variety of sensory experiences, for example massage, food, music, dance, exercise, warm baths, sunshine, rain, colour, smell.
- Giving the opportunity to develop a sense of spirituality, for example closeness to nature, feelings of oneness, religious beliefs.
- Encouraging a positive self-image, for example developing self-esteem, healthy lifestyle, looking good.
- Providing information and education on how bodies develop and work, for example naming body parts, differences between men and women, children and adults, puberty, growing older, sexual feelings and functions, pregnancy.
- Providing support to develop and maintain friendships, family and social relationships.
- Providing information on and explanation of different means of sexual expression, for example touch, masturbation, making love, same sex relationships, celibacy, and the use of appropriate resources.
- Supporting children and young people to enjoy healthy non-abusive relationships through, for example, ensuring privacy, consent and safety, including access to contraception, negotiating the use of contraception and access to healthcare services.

4.4 SUPPORTING CHILDREN AND YOUNG PEOPLE TO KEEP SAFE

Children and young people need to be kept safe from the actions and intentions of others but also from themselves where their actions and/or intentions may cause offence or place them in a vulnerable situation.

- Explicitly teach the difference between public and private environments.
- Explicitly teach the meaning of appropriate and inappropriate behaviours.
- In teaching both of the above staff should be mindful of the contexts and environments the pupil may experience.
- Explicitly teach safety related to I.T. and accessing the internet / social media i.e. online forums, chat rooms, Facebook, twitter, Instagram etc.
- Supporting children and young people to enjoy healthy non-abusive relationships for example ‘good touch/bad touch’, understanding different types of relationships.
- Refer to Education Child Protection Policy and Guidance Standard Circular CWG 1 August 2011
4.5 INVOLVING PARENTS AND CARERS

When it comes to teaching children and young people about RSHPE, parents have a key role to play in offering information, support and guidance. Some parents/carers may find it difficult discussing this subject matter for a variety of different reasons and may avoid the topic.

It is good practice for schools to work closely with parents and carers in the delivery of RSHPE, by discussing proposed lessons and resources with them in advance. It is important to involve parents and carers early in a child’s life and on a continuous basis. Some parents and carers may find it difficult to accept their child’s developing sexuality and may need support to come to terms with this. If parents or carers feel that the content is not appropriate they can withdraw a child from all or part of a planned programme of lessons and arrangements should be made for the child to have alternative positive educational provision. If this is the case it is important this is documented and revisited within the reviewing process.

It is important when families and professionals are planning for any transition of young people with ASN for example within class to class, provision to provision, school to care placement, school to work placement etc. that relationships and sexual health considerations are taken into account.

Where relevant and with respect for the young person’s privacy this should be part of the planning discussion at every transition. Young people will be making new friends and new relationships some of which may develop into sexual relationships. They may need ongoing help and support to cope with both the physical and emotional aspects of these relationships. They may need support to assert their rights and wishes to have a sexual relationship as well as an awareness of how to protect themselves from exploitation. Parents and carers need to recognise that becoming an adult brings change in terms of their children's expectations as well as their legal rights and they too may need support in finding the balance between protection and positive risk taking.

It is important to work in partnership with families, whilst keeping the young person with ASN at the centre of the planning and decision making process. In practice this means that staff members have a responsibility to:

• Ensure good communication with families and carers exists whilst balancing the young person’s right to confidentiality.
• Make sure that families and carers views are listened to and treated with respect. However, the rights of the person with ASN needs to be of primary importance.
• Take seriously any issues raised by families relating to personal safety of the by undertaking appropriate risk assessment.
• Inform parents/carers of appropriate information and resources to re-enforce key messages around RSHPE.
• Signpost families and carers to appropriate services and ensure that they have access to relevant information relating to RSHPE.
• Ensure that families and carers have access to the appropriate complaint procedure.

4.6 PARTNERSHIP WORKING

Children’s and young people’s learning in health and wellbeing benefits strongly from partnership working between school staff, other colleagues and partner agencies.

All children and young people with ASN have the right to planned and coordinated support and services from agencies following Getting It Right for Every Child principles.

This means using a person-centred planning approach. The following will be key themes:

• Working together.
• Using consistent approaches.
• Sharing information
• Having knowledge of appropriate resources
• Agreeing roles.
• Joint planning.
• Joint training.
• Being aware of different agencies roles and practices.
• Working to agreed protocols.

4.7 ACCESSIBLE INFORMATION

All children and young people with ASN have the right to access any information that they need about RSHPE.

In practice this means that staff should ensure that:

• Information is made available at an appropriate time and place to enable meaningful discussion around the subject matter.
• Information gives a balanced view and is free of value judgments.
• Recognition is given that RSHPE may be a difficult issue for the child or young person.
• Information given or gained considers issues of confidentiality.
• Information is provided in the most accessible format related to the understanding of the individual. Where appropriate Information can be delivered face to face and in a range of formats including written material, audiotapes, CD ROM, DVD, pictures, symbols and/or multimedia.
• Staff should ensure they have the knowledge and skills to adapt information to meet the needs of the children and young people they are supporting.
• Children and young people with ASN, staff, parents and carers all have information about how to disclose abuse or suspected abuse.
SECTION 5 LEGAL FRAMEWORK

5.1 SEXUAL OFFENCES (SCOTLAND) ACT 2009

The Sexual Offences (Scotland) Act 2009 maintains the age of consent at 16, and provides that any sexual activity between an adult and a child constitutes a criminal offence. Sexual intercourse and oral sex between children and young people under the age of 16 also remains unlawful. A short summary of the main provisions of the Act can be found on http://www.scotland.gov.uk/Topics/Justice/crimes/8980/rape-sexual-offences-bill/bill-provisions.

5.2 UNDER-AGE & VULNERABLE PERSON SEXUAL ACTIVITY

When anyone working with children or young people becomes aware of situations where under-age sexual activity has taken place or a vulnerable person is involved, they have a duty to consider the impact that this has had on the child or young person in question, and whether this behaviour is indicative of a wider child protection concern. In the first instance education staff should contact their designated child protection coordinator in school and follow education service child protection guidelines.

All other staff must be familiar with and adhere to their individual service policies and guidance.

School staff will play a key role in supporting the young person throughout this process.

Please refer to the following documents for further information relating to under age sexual activity and Child Protection:

- National Guidance Under-age Sexual Activity - Meeting the Needs of Children and Young People and Identifying Child Protection Concerns
- Education Child Protection Policy and Guidance Standard Circular CWG 1 August 2011
- Fife Inter-agency Child Protection Guidance 2011
- Fife Multi-agency Underage Sexual Activity Protocol 13.9.12
- For further information on the Scottish Law for 16 + please refer to the link below to access Making Choices Keeping Safe - Relationships & Sexual Wellbeing Best Practice Guidance For Staff Who Support Adults With A Learning Disability' http://publications.1fife.org.uk/uploadfiles/publications/c64_MakingChoicesKeepingSafe(Fife).pdf
5.3 CONFIDENTIALITY

Children and young people with ASN have the right to confidentiality, unless there are concerns that the child or young person is at risk from harm. They have the right to have their confidentiality acknowledged and respected, and to have clear boundaries to that confidentiality explained. They have the right to know whether any of their information will be shared and with whom. If a child or young person feels their confidentiality has been breached, they have a right to complain.

In practice, this means that staff members have a responsibility to:

- Know the content of this RSHPE guidance when working with children and young people with ASN.
- Agree clear boundaries of confidentiality with each child or young person, ensure they are aware of who has access to their information and which events would impede their right to confidentiality, for example, if a member of staff has concerns that the individual or another is at risk from harm.
- Be familiar with Fife Interagency Child Protection Guidance and individual agency procedures.
- Be familiar with recognising signs and symptoms of categories of abuse.
- Be familiar with education/organisational reporting systems if a child or young person is deemed to be at risk.

For further information please refer to the following documents:

- Education Child Protection Policy and Guidance Standard Circular CWG 1 August 2011
- Fife Multi-agency Underage Sexual Activity Protocol 2012

It will be of benefit to refer to the Fife multi-agency best practice document ‘Making Choices, Keeping Safe’ when transition planning takes place. For further information on local and national sources of support please refer to the next section.
SECTION 6 REFERENCES

Conduct of Relationships Sexual Health and Parenthood Education in Scottish Schools, 2014


Curriculum for excellence: health and wellbeing principles and practice.

Curriculum for Excellence, Fife Health and Wellbeing Curriculum Design Support Materials and Milestones. www.healthpromotingschoolsfife.co.uk website

http://www.communitypharmacy.scot.nhs.uk/documents/nhs_boards/fife/Leaflets/Fife_Underage_Sexual_Activity_approved_by_CPC311012.pdf

Education Scotland. Curriculum for Excellence
http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/

http://www.fifedirect.org.uk/minisites/index.cfm?fuseaction=page.display&pageid=8785B

Guidance on the Conduct of RSHPE in Scottish Schools 2014 (Draft)

Getting it right for every child (GIRFEC).
http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Guidance Under-age Sexual Activity-Meeting the Needs of Young People and Identifying Child Protection Concerns.
http://www.scotland.gov.uk/Publications/2010/12/02143509/0


NHS Fife Guidance for referring Children and Young People with Learning Disabilities who may display sexually inappropriate behaviour. 2012 For further information contact: NHS Fife Learning Disabilities (Children &Young People)

Sexual Health Relationships Education Scotland (SHARE)
Sexual Health Relationships Education Scotland (SHARE Special)

The Sexual Offences (Scotland) Act 2009

APPENDIX 1

LOCAL SERVICES

NHS FIFE

Sexual Health Fife

Sexual Health Fife provides a full range of sexual health services, which is fully confidential.

To make an appointment at one of the Sexual Health Fife Clinics, please call (01592) 647979, lines are open from 8:30am-1:30pm (Mon to Fri)

If you would like advice the Virtual Clinic is open between 9am-11am (Mon to Fri). Please call (01592) 647979 for an appointment, lines are open from 8:30am-1:30pm (Mon to Fri)

The services offered are:-

Testing and treatment for all sexually transmitted infections, including HIV.
Contraceptive advice and provision of all reversible methods, including long acting methods (implanon, contraceptive injection, copper IUD and Mirena IUS).
Emergency contraception.
Condoms.
Cervical smears.
Pregnancy testing.
Pre-pregnancy advice.
Abortion counseling and referral.
Medical gynaecology advice ('Womens' problems).
Advice on menopausal issues and HRT.
Hepatitis vaccination for those at risk (not travel/occupational).
Gay men's service.
Referral to 'Sexual problems clinic'.
Counseling and referral for male and female sterilization.

Child and Adolescent Mental Health (CAMHS)
NHS Fife
Stratheden Hospital
Stratheden
Cupar
Fife
KY15 5RR
Tel: 01334 696250

NHS Fife Learning Disabilities
(Children and Young people)
Psychology Department
Lynebank Hospital
Fife
KY11 4UW
Tel 01383 565210 (psychology)
01383 565205 (nursing)

The Community Learning Disabilities Team (Adult) provides input to young people with Learning Disabilities who are school leavers and aged over 16 years of age.

Further information can be found about the services offered by the team at :-

The Health Promotion Information and Resources Centre (HPIRC) provide resources and materials to anyone working with the population of Fife on health improvement issues. All services and materials provided by HPIRC are free.

Health Promotion Fife
Haig House
Cameron Hospital
Leven
KY8 5RA
Tel: (01592) 226494

The Dunfermline and West Fife Health Inequalities Team and Improving Health Team’s support individuals of all ages. We encourage and support people to make healthy lifestyle choices through the provision of information and education. We provide services where they are needed most in response to the needs of the local community. Improving Health Team

Health Inequalities Team (formerly Improving Health Team)
Dunfermline& West Fife Community Health Partnership
Lynebank Hospital
Halbeath Road
Dunfermline
KY11 4UW
Tel: (01383) 565497

Kirkcaldy and Levenmouth Community Health Partnership
Haig House
Cameron Hospital
Leven
The Hub is a Fife wide young person's sexual health drop-in service, where 12-25 year olds can go along and have free confidential sexual health advice on teen issues. No appointment necessary.

For more information about 'The Hub' and its venues please go to the hub's website (www.thehubhelps.com) or text 'hub' to 07781474420 for free updates

VOLUNTARY ORGANISATIONS

Enable Scotland – Fife Services
Alexander House, 5-21 Alexander Street, Dysart, Kirkcaldy, KY1 2XX
Tel: (01592) 659295
Email: lendahand@enable.org.uk
Web: www.enable.org.uk

FRASAC - Fife Rape and Sexual Assault Centre
182a Esplanade, Kirkcaldy, KY1 1RE
Tel: (01592) 642336
Email: frasac6@hotmail.com
Web: www.frasac.org.uk

Kingdom Abuse Survivors Project (KASP)
182A Esplanade, Kirkcaldy, KY1 1RE
Tel: (01592) 644217
Fax: (01592) 644217
Email: info@kasp.org.uk
Web: www.kasp.org.uk

Pamis
C/o Fife Carers Centre, 157 Commercial Street, Kirkcaldy, KY1 2NS
Tel: (01592) 642999

Safe Space
St Margaret's House, 9 St Margaret's Street, Dunfermline, KY12 7PE
Tel: (01383) 739084
Email: contact@safe-space.co.uk
Web: www.safe-space.co.uk
APPENDIX 2

USEFUL CONTACT DETAILS

BILD (British Institute of Learning Disabilities)
British Institute of Learning Disabilities, Campion House, Green Street, Kidderminster, DY10 1JL
Tel: (01562) 723010
Email: enquiries@bild.org.uk

Caledonia Youth
Caledonia Youth, 5 Castle Terrace, Edinburgh, EH1 2DP
Tel: (0131) 229 1402
Email: information@caledoniayouth.org

FAIR (Family Advice Information Resource)
95 Causewayside, Edinburgh, EH9 1QG
Tel: (0131) 662 1962
Email: fair@fairadvice.org.uk

fpa (Family Planning Association) Scotland
Unit 10, Firhill Business Centre, 76 Firhill Road, Glasgow, G20 7BA
Tel: 0845 122 8676
Web: www.fpa.org.uk

Gay Men’s Health
10a Union Street, Edinburgh, EH1 3LU
Tel: (0131) 558 9444
Email: mail@gmh.org.uk
Web: http://www.gmh.org.uk

NHS Health Scotland
Woodburn House, Canaan Lane, Edinburgh, EH10 4SG
Tel: (0131) 536 5500
Email: http://www.healthscotland.com/

Scottish Consortium for Learning Disability
6th Floor, Merchant Exchange, 20 Bell Street, Glasgow, G1 1LG
Tel: (0141) 559 5720
Email: administrator@scld.co.uk
APPENDIX 3

USEFUL WEBSITES

http://www.healthyrespect.co.uk/Pages/default.aspx
http://www.sexualhealthscotland.co.uk/
http://www.nhs24.com/
http://www.nhsinform.co.uk/
http://www.fpa.org.uk/
https://www.lgbtyouth.org.uk/fife
http://www.ckuk.org.uk/http://www.centralsexualhealth.org/professionals/relationships,s
sexual-health-parenthood-education-for-schools/
http://www.centralsexualhealth.org/professionals/photostories/
http://www.autismtoolbox.co.uk/resources/videos/
http://www.c4urse.org.uk/youth/parent_ed.php
http://www.healthelanarkshire.co.uk/
www.teenagehealthfreak.org
www.kidshealth.org/teen
www.cool2talk.orgwww.bbc.co.uk/comeclean
http://www.channel4.com/health/microsites/L/lgb_teens/index.html
http://www.channel4.com/health/microsites/0-9/4health/teenlife/
www.channel4.com/letstalkSex
www.playingsafely.co.uk
www.mindbodysoul.gov.uk
www.ruthinking.co.uk
www.bbc.co.uk/relationships/Sex_and__health/stis_index.shtml
http://www.bbc.co.uk/science/humanbody/body/interactive/lifecycle/teenagers
www.healthpromotingschools.co.uk
www.wiredforhealth.gov.uk
www.brook.org.uk
www.worriedneed2talk.org.uk
www.healthscotland.com/thinkaboutit
http://www.tht.org.uk/
http://www.waverleycare.org/
http://www.fitfortravel.nhs.uk/home.aspx
http://www.hiv-wakeup.org.uk/
http://www.hivscotland.com/
http://www.breastcancercare.org.uk/home2
http://www.bpas.org/bpaswoman
http://www.womensaid.org.uk/
www.knowledge.scot.nhs.uk/learningdisabilities
http://www.changepeople.co.uk/
www.mencap.org.uk/
APPENDIX 4

Resource List

Health Scotland conducted a review in 2008 designed to provide professionals with information on resources to help young people with learning disabilities acquire accurate information, develop skills and positive values to guide their decision-making, relationships and behaviour throughout their lifespan. Some of these resources can be used within groups or on a one-to-one basis and some are also designed to support parents and carers.

This information is available in pdf format at:

Answers
Author: John Foster
Publisher: Collins
ISBN: 000 312007 – 4

Batteries Not Included
Publisher Name: fpa
Author: Paul Hart and Susan Douglas-Scott
A sexuality resource pack for those working with people with complex communication and support needs.

Be Breast Aware
Publisher Name: Surrey Oaklands NHS Mental Health and Learning Disability Trust
A teaching pack for women with learning disabilities and those who work with them.

The Big Sex Show: A Lawnmowers Booklet About Sex, Meeting People, and Condoms
Publisher Name: The Lawnmowers
A guide to safe sex. It is a pack with a video and booklet. Made by people with learning disabilities for people with learning disabilities.

Breaking In…. Breaking Out
Publisher: Working with Men and the B Team
Social and sex education for men with learning difficulties.

Cathy Has Thrush
Publisher Name: Women’s Health and The Elfrida Society
Picture book about preventing thrush and getting it treated.

Chance to Choose (presented on CD in pdf format) is a teaching resource designed for use by educators working with young people with special needs. Themes include
Communication, Body Awareness, Self Esteem, Looking after Me, Relationships, Being Healthy, Pregnancy, Birth and Parenting.  
Available at www.me-and-us.co.uk

CHANGE Parenting Books Collection
Sex and Relationships Pack
http://www.changepeople.org/buy-our-resources/shop-books/

Cool in School
Publisher: Fife Council

Dealing with Feelings
Author: Tina Ray
Publisher: Lucky Duck Publishing
ISBN: 1 873942 32 X

Dealing with Relationships
Publisher Name: Wayland Publishers Ltd
ISBN: 0705209933
Information and advice for young people.

Falling in love
Author: Sheila Hollins
Publisher Name: Book Sales, Royal College of Psychiatrists
ISBN: 1901242323
A booklet in the stories without words series. Tells a love story tracing the ups and downs of the relationship until Janet and Mike decide to make a commitment. It only uses pictures to describe the story.

Fit for Life levels 1, 2 and 3
Publisher: McMillan Publishing
ISBN 0333 34623 8 level 1
ISBN 0333 34786 2 level 2
ISBN 0333 34787 0 level 3

fpa “Talking together…about growing up” –This book is for the parents and families of young people with learning disabilities, but could also be used by teachers and health professionals. It is designed to help parents (with the support of the school) teach their children about the changes that happen when they are growing up.

Fpa “Talking together…about Sex and relationships education
Complements the book “Talking together…about growing up.” It is intended to help older adolescents to understand about Sex and relationships. The book is written mainly for teachers in school and college settings, it also has supportive pages which can be given to parents so that home and school can work in partnership.
Fpa “Talking together...about Contraception” Book One-A practical resource for staff and parents working with young people with learning disabilities (sold as part of a pack with Book Two)

Fpa “Talking together...about Contraception” Book Two-A book about contraception for young people with learning disabilities (sold as part of a pack with Book One)

All Family Planning Association (Fpa) books available at www.fpa.org.uk

Health Education in Scottish Schools Meeting Special Education Needs
Author: Josephine Eales and Judith Watson
Publisher: Scottish office
ISBN: 0748009701

Healthy and happy
Publisher: Lothian Health Promotion
ISBN: 1 902030 05 2

Health for Life 1
Publisher: Nelson
ISBN 0-17-423111-3

Health for Life 2
Publisher: Nelson
ISBN 0-17-423111-X

Helping People with a Learning Disability Explore Relationships
Publisher Name: Jessica Kingsley
ISBN: 1853026883
Designed for adults with a learning disability to read alone or with a carer.

Holding on; Letting Go
Author: Drury, Hutchinson and Wright
Publisher Name: Souvenir Press
A book for parents and carers on how to do sex education.

Hug Me Touch Me
Author: Sheila Hollins
Publisher Name: Book Sales, Royal College of Psychiatrists
ISBN: 1874439052
A booklet in the stories without words series. Book about hugging and touching – when to do it and when not to do it.

I change my Pad: Purse Book gives a reminder of when and how to change a pad. This booklet complements Periods-A Practical Guide and is designed to be kept in a purse or bag for reference
Available at www.me-and-us.co.uk
**It’s Only Natural**  
Publisher Name: Bradford Health Authority  
Video looking at issues of sexuality and sexual health - has a booklet to go with it.

**Jenny Speaks Out**  
Author: Sheila Hollins  
Publisher Name: Book Sales, Royal College of Psychiatrists  
ISBN: 1874439001  
A booklet in the stories without words series. A book designed to help a person with learning disabilities to open up about their experience of sexual abuse. This is done through a story about Jenny moving into a new home.

**Keep yourself Healthy Leaflets**  
Publisher: FAIR Multimedia  
www.fairadvice.org.uk  
Leaflets can be ordered free of charge from Health Promotion Fife. Please refer to contact details on page 20.

**Kylie and Jason’s videos**  
Publisher: Life support Productions  
ISBN 978-0-9551735-4-7

**Lifelines books 1- 5**  
Author: John Foster  
Publisher: Collins  
Book 4 – ISBN – 0-00-327438-1  
Book 5 – ISBN: 0-00-327439-X

**Living and Growing DVD**  
Publisher: Channel 4  
Product Code: LS050182

**Living Your Life**  
Author: Ann Craft and David Gifford  
Publisher: LDA  
ISBN 1 85503 120 5

**Looking After My Breasts**  
Author: Sheila Hollins, Wendy Perez  
Publisher Name: Book Sales, Royal College of Psychiatrists  
ISBN: 1901242536  
A booklet in the ‘stories without words’ series.
Meeting The Personal And Sexual Relationship Needs Of Children And Young Adults With A Learning Disability
Publisher Name: Barnardos
Guidelines for staff on the subject of personal and sexual relationships.

No Means No
Author: Walsall Women's Group
Publisher Name: Walsall Women's Group
Video on safety for women with learning disabilities, and information pack to accompany video on safety for women with learning disabilities.

No More Abuse
Author: VOICE UK
Publisher Name: VOICE UK
A book for people with learning disabilities. It is to help them look after themselves and make sure they are safe. It is free to people with learning disabilities.

No Worries – teaching Package on Sex Education and Contraception
Publisher: Durex Contraception Info Service
ISBN: 1 85098 537 5

Pathways to Sexual health – 10 books
The CANSS working Group
Publisher: Lothian health

Periods-a Practical Guide-book with integrated CD for educators to teach girls and young women with learning disabilities about menstruation. Available at www.me-and-us.co.uk

Period Problems - What Can You Do?
Author: Women’s Health
Publisher Name: Women’s Health
Information about what to do about period problems.

Personal Relationships and Developing Sexuality – A staff development resource
Publisher: University of Strathclyde

Picture My Feelings
Author: Shay McConnnon and Margaret McConnon
Publisher: Nelson
ISBN: 0-17-420246-6

Picture Yourself (the original) illustrations to help students explore aspects of personal, social and Sex education. The themes include growing up, public and private, making relationships and being private. Available at www.me-and-us.co.uk
Picture Yourself 2-illustrations to help students explore aspects of personal, social and
Sex education. The themes include me as an individual, relationships with others,
puberty and menstruation and wet dreams, health, pregnancy, birth and parenthood
and same gender relationships. Available at www.me-and-us.co.uk

Picture Yourself – line drawings and photographs
Publisher: LDA
Feelings and Emotions – 50 cards with photographs and questions for discussion
Publisher: Smart kids Product code PS01

Planning a Baby
Author: Change North
Publisher Name: Change North
Information for women hoping to become pregnant.

Practice Issues in Sexuality and Learning Disabilities
Author: Ann Craft (Ed.)
Publisher Name: Routledge
ISBN: 0415057353
Down to earth and practical guide for people who work with people with learning disabilities.

Pregnancy and Childbirth
Publisher Name: BILD
ISBN: 1902519884
What will happen, what to do, and what not to do during pregnancy and childbirth?

Relationships, Sexual Health and Parenthood Resource for Young People
with Autism Spectrum Disorder
Publisher: Learning and Teaching Scotland
www.LTScotland.org.uk

Release Me
Author: Frances Lea
Publisher Name: Frances Lea
Drama. Describes how a woman with learning disabilities decides upon whether to
have sex with her boyfriend. The woman lives with three other people and they help her
decide and also tell her mother about her decision.

Rollercoaster, A pack exploring the ups and downs of puberty
Centre for HIV and Sexual Health
Publisher: Rotherham Education Authority

Sex
Publisher Name: BILD Publications
Health information for people with learning disabilities.
Sex and relationships Education ages 9 -11
Author: Molly Potter
Publisher: A and C Black publishers

Sex and Staff Training – A Training Manual for Staff Working with People with Learning Difficulties
Author: Michelle McCarthy and David Thompson
Publisher Name: Pavillion
ISBN: 1871080347
The manual is designed to raise staff’s awareness of the sexuality of people with learning difficulties, deal with the implications that this may involve and encourage people with or without training experience to attempt to run sex education work themselves.

Sex Education for Visually Impaired Children with Additional Disabilities
Author: Issy Cole-Hamilton
Publisher Name: Royal National Institute for the Blind
ISBN: 1858780918
Developing school policies and programmes.

Sexual Abuse of Adults with Learning Difficulties
Author: Hilary Brown, Vicky Turk and June Stein
Publisher Name: Joseph Rowntree Foundation

Sexual Health Education & Children & Young People With Learning Disabilities
Author: Karen Adcock & Gill Stanley
Publisher Name: BILD Publications ISBN: 1873791380
Pack for professionals, parents & carers.

Sexual Knowledge and Education
Author: BILD
Publisher Name: BILD
BILD collection of papers.

Sexual Relationships
Author: BBC
Publisher Name: BBC recorded
Heart of the Matter Programme about problems of sexual relationships for people with learning disabilities.

Sexuality
Publisher Name: BIMH
Special issue of British Institute of Learning Disabilities. Covers a wide range of topics on the subject of sexuality and relationships.
Sexuality & Sexual Rights of People with Learning Disabilities
Author: Paul Cambridge
Publisher Name: BILD Publications ISBN: 1873791739
Booklet for staff & carers.

Sexuality and Learning Disability
Author: Jennie Holmes
Publisher Name: Contact a Family
Report on a conference.

Sexuality and Learning Disability: A Resource for Staff
Author: Claire Fanstone and Zarine Katrak
Publisher Name: fpa ISBN: 1 899194 58 4
Describes issues and concerns of staff, and illustrates constructive ways of working.

Sexuality and Young People With Learning Difficulties
Author: Karen Aram
A booklet for carers and parents.

Sexual Health Relationships Education Scotland (SHARE)
Publisher: NHS health Scotland
ISBN: 978-84485-569-8

Sexual Health Relationships Education (SHARE Special)
http://www.me-and-us.co.uk/sharespecial/

SHARE Special - An SRE curriculum for young people with special needs aged 11 upwards with moderate or severe learning difficulties and those with autistic spectrum disorders. Based on SHARE (Health and Relationships Education), the research based programme widely used in Scotland. Available at www.me-and-us.co.uk

Stop – No More Abuse
Publisher Name: VOICE UK
A book for people with learning disabilities. It is to help them look after themselves and make sure they are safe. It is free to people with learning disabilities.

Susan’s Growing Up
Author: Hollins, S. Sinason, V. Illustrated: Brighton, C
Publisher Name: Gaskell / St George’s Hospital Medical School
Picture book about a girl going through puberty.

Your Rights About Sex
Author: Michelle McCarthy
Publisher Name: BILD Publications
ISBN: 1873791526
Booklet for people with learning disabilities.
Taking Care of Myself by Mary Wrobel
This book is specifically designed to address the health and safety needs of young people aged five and up with autism spectrum disorders. Key themes include health, hygiene and puberty.
Available at www.futurehorizons-autism.com

Talkabout for Teenagers
Author: Alex Kelly and Brian Sains+
Publisher: Speechmark
ISBN: 978 0 86388 782 6
www.speechmark.net

Target Focusing on the Sexual and Emotional Needs of People with Learning Disabilities
Author: Lorraine Burton, Izzy Valenti, Sally Warren
Publisher Name: The Family Planning Association
ISBN: 1 899194 17 7

Understanding Sex
Author: Margaret Doyle & David Lambert
Publisher Name: HarperCollins Publishers
ISBN: 0004708504
Top tips for tempestuous times (or, everything you ever wanted to know about sex but were too shy to ask)!

What About Us? Sex Education for Children with Disabilities
Author: Ann Craft and David Stewart
Publisher Name: The Home and School Council
ISBN: 0901181706
A book written for parents. Ann Craft has written extensively on the subject of sexuality and individuals with learning disabilities.

What Do You Think?
Author: Linda Schwartz
Publisher: The Learning Works
ISBN: 0-88160-224-8

You, Your Body and Sex the DVD— A DVD for use with people with learning disabilities. Selected themes can be used in primary or secondary schools. Available at www.lifesupportproductions.co.uk

Young People’s Mental Well-Being
Safer Scotland
Publisher: Scottish Executive
ISBN: 0-7559-4680-4
www.scotland.gov.uk
Typical progression through development
Given the appropriate opportunities a child will typically respond in the following ways:

<table>
<thead>
<tr>
<th></th>
<th>Early PS – P1 / 3-5</th>
<th>First P1-P4 / 5-8</th>
<th>Second PS-P7 / 8-11</th>
<th>Third/Fourth S1 – S4 / 11-15</th>
<th>Senior S5/6 / 16-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-awareness</strong></td>
<td>Has a clear sense of self (e.g. clear view of own strengths, learning styles, personal preferences)</td>
<td>Identity defined through group membership</td>
<td>Experiments with different identities</td>
<td>Sets on an identity</td>
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<tr>
<td><strong>Managing \ Feelings / Empathy</strong></td>
<td>Shows feelings through actions and behaviour</td>
<td>Uses words to share feelings</td>
<td>Recognises, talks about and identifies triggers of their own feelings.</td>
<td>Generates solutions to interpersonal problems</td>
<td>Takes emotions into account when planning future actions</td>
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<tr>
<td></td>
<td></td>
<td>Uses strategies to control responses to feelings</td>
<td>Expresses their emotions functionally</td>
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<td></td>
<td></td>
<td>Recognises how situations elicit different emotional reactions from others</td>
<td>Able to guess at how others perceive their behaviour</td>
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<tr>
<td></td>
<td></td>
<td>Labels more complex emotions</td>
<td>Resists acting on impulse</td>
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<td></td>
<td>More aware of the feelings of others</td>
<td>Able to consider the impact of someone’s life experiences on their feelings</td>
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<td></td>
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<td>Considers others points of view</td>
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<td></td>
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<tr>
<td><strong>Independence / Autonomy / Responsibility</strong></td>
<td>Reliant on adults for reassurance</td>
<td>Increased independence in and out with school</td>
<td>Aware of and manages risk</td>
<td>Takes place within an interdependent world</td>
<td></td>
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<td></td>
<td></td>
<td>Takes initiative</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Takes on responsibility</td>
<td></td>
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<tr>
<td><strong>Social Skills</strong></td>
<td>Chooses their own friends.</td>
<td>Adopts different roles within groups</td>
<td>Demonstrates respect and tolerance for those with different opinions</td>
<td>Establishing successful, more in-depth friendships</td>
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<tr>
<td></td>
<td></td>
<td>Uses above skills to work successfully in groups</td>
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<tr>
<td><strong>Motivation</strong></td>
<td>Sets goals</td>
<td>Persists to overcome barriers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Plans to meet them</td>
<td>Alters plan in light of new evidence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Bounces back from setbacks</td>
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<tr>
<td><strong>Moral</strong></td>
<td>What is right or wrong is defined through what gets rewarded or where there is a consequence</td>
<td>What is right or wrong is defined by their knowledge of other people’s expectations</td>
<td>What is right is guided by what you have agreed to do. Social rules and conventions are upheld.</td>
<td>Appreciation of the variety of values and opinions about rules. Rules should be questioned when they work against individual rights</td>
<td>Self-chosen ethical principles determine what is right. Right and wrong is defined by one’s own conscience</td>
</tr>
</tbody>
</table>
APPENDIX 6

Understanding Children’s Sexual Behaviours
The table below (adapted from Cunningham and MacFarlane: ‘When Children Molest Children’ 1991) may assist in determining what constitutes age appropriate sexual behaviour. (Further reading; Understanding Children’s Sexual Behaviour’s; what’s natural and healthy by Toni Cavanagh Johnson updated 2007.)

<table>
<thead>
<tr>
<th>AGES</th>
<th>NORMAL (expected)</th>
<th>ABNORMAL (concerning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>• Intense curiosity about others’ bodies and bathroom activities.</td>
<td>• Curiosity becomes obsessive preoccupation.</td>
</tr>
<tr>
<td></td>
<td>• Masturbation from infancy/pre-school continues as a self-soothing behaviour, generally discreet.</td>
<td>• Exploration becomes re-enactment of specific adult sexual activity.</td>
</tr>
<tr>
<td></td>
<td>• Behaviour is exploratory.</td>
<td>• Behaviour involves coercion towards others or injury to themselves.</td>
</tr>
<tr>
<td></td>
<td>• May show genitalia to others in a curiosity seeking way.</td>
<td>• Cannot be re-directed from the obsessive pre-occupation.</td>
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<tr>
<td></td>
<td>• Children at this stage respond quickly to re-direction</td>
<td>• ‘Stuck’ behaviour – makes them feel less anxious.</td>
</tr>
<tr>
<td>6-10 years</td>
<td>• Continue to touch and fondle own genitals, evolving to masturbation.</td>
<td>• Sexual penetration</td>
</tr>
<tr>
<td>(Latency)</td>
<td>• More secretive about self-touching /curiosity.</td>
<td>• Genital kissing</td>
</tr>
<tr>
<td></td>
<td>• Seeking turns to game play (‘I’ll show you mine… show me yours’), play doctor.</td>
<td>• Oral Copulation</td>
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<tr>
<td></td>
<td></td>
<td>• Simulated intercourse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Putting objects inside self/others</td>
</tr>
<tr>
<td>10-12 years</td>
<td>• Masturbation continues.</td>
<td>• Sexual play with younger children.</td>
</tr>
<tr>
<td>(Pre adolescence)</td>
<td>• Some gender sexual experiences and viewing of others' bodies, especially of the gender they are attracted to through the use of pornographic materials.</td>
<td>• Behaviour involved in coercion, bribes, threats.</td>
</tr>
<tr>
<td></td>
<td>• Sexual activity with peers which can include kissing, fondling, sometimes penetration in an exploratory way.</td>
<td>• Pre-occupation/obsessive quality</td>
</tr>
</tbody>
</table>