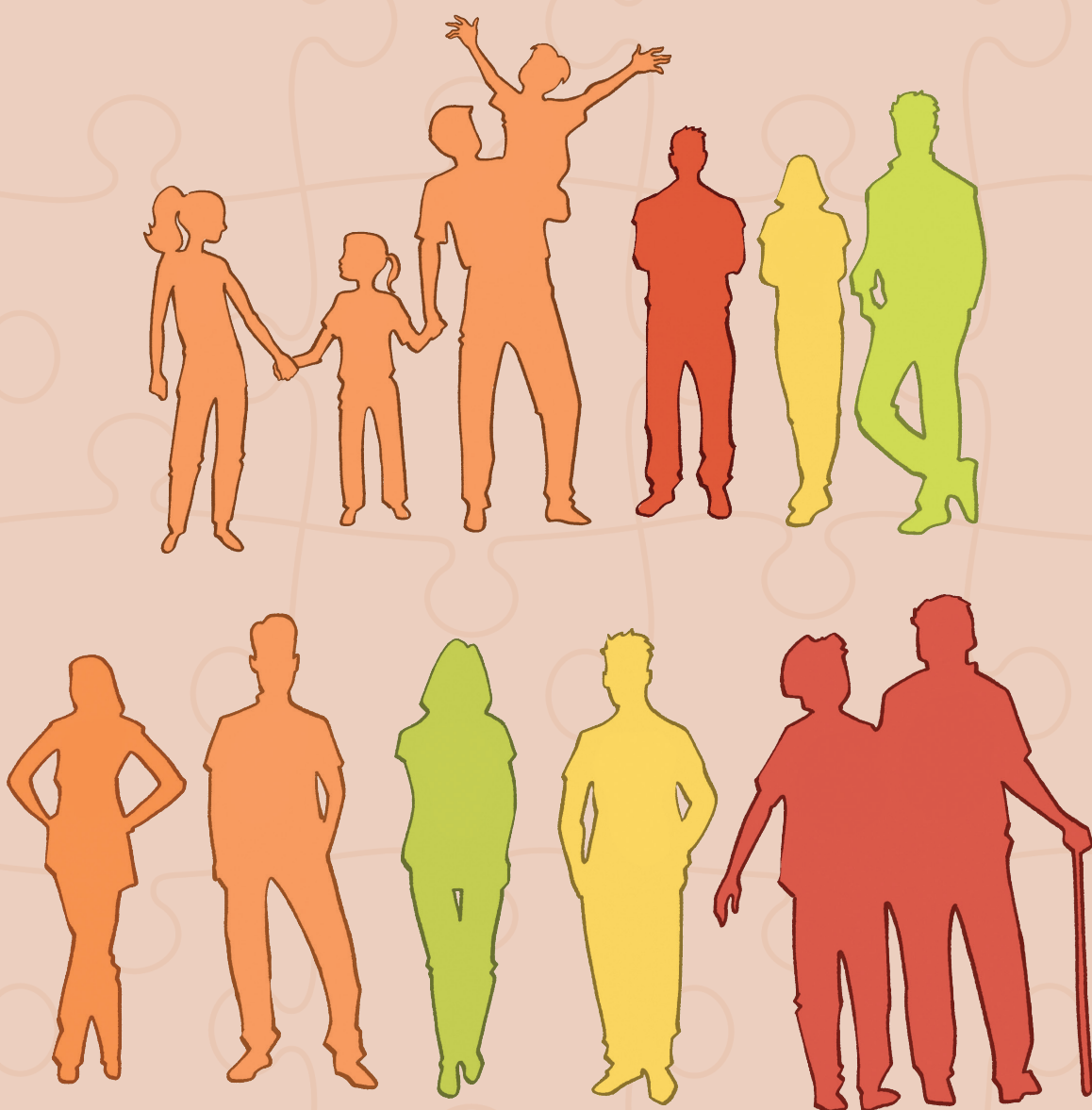


SEX



РЦСЕ

Ресурсни центар за специјалну едукацију

INTRODUCTION

This lesson plan is for educators and support people working with young people with intellectual disability and/or on the autism spectrum. It focuses on understanding Sex and follows the International Technical Guidance on Sexuality Education (ITGSE) framework under the theme *Sexuality and sexual behaviour*. The lesson provides clear, respectful, and inclusive information about what sex is, including different types of sex, mutual pleasure, and the emotional and physical sides of intimacy. It supports students to understand consent, respect boundaries, and recognise that people can have different sexual orientations. This lesson helps students make safe, informed choices and feel confident in their right to enjoy healthy, respectful relationships.

This lesson plan uses evidence-based practices (EBPs), which are recognised as best practice for teaching students with intellectual disability and/or on the autism spectrum. It supports teacher delivery through structured resources, visual supports, and age-appropriate educational videos developed by [Amaze.org](https://amaze.org).

This lesson is part of *Sex education for students with intellectual disability and on the autism spectrum: A practical methodology guide*, a resource that supports educators to deliver accessible, inclusive, and trauma-informed sex education to students aged 15 and over with intellectual disability and/or on the autism spectrum. Grounded in evidence-based practices, the Guide promotes the rights of students to sexual autonomy, safety, and well-being, aligning with the UN Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals, which call for inclusive education, gender equality, and good health for all. The lesson content also reflects the key concepts outlined in the International Technical Guidance on Sexuality Education (ITGSE), ensuring that teaching is comprehensive, rights-based, and responsive to the learning needs and aspirations of students with disability.

[Full Guide](#)

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Disclaimer

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Sex



What does it mean?

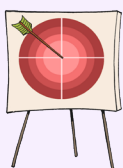
Sex is a natural and consensual physical behaviour between people that involves physical contact. It can include kissing, touching, mutual masturbation, oral sex, penetration of a vagina with a penis and anal sex. The types of sex people experience will be different depending on the context of their relationship (for example, if their relationship is heterosexual or queer), what individuals feel comfortable with, and what they want to explore together. Sex should be pleasurable and an enjoyable activity for all individuals involved. The teaching of this topic should emphasise the importance of mutual consent, respect for personal boundaries, and understanding the emotional and physical aspects of sexual activity.



Why is it important?

People with intellectual disability and/or on the autism spectrum have often been seen by society as 'asexual', and not having the desire or capacity for intimate relationships^{1, 2, 3}. Education about sex is often omitted, or students with intellectual disability and/or on the autism spectrum are excluded from learning about it as a result of these beliefs⁴. Additionally, if sex education is taught it often does not focus on intimacy and pleasure⁵. People with intellectual and/or on the autism spectrum have the same desire to form and engage in sexual relationships as people without disability⁶. Not teaching young people with intellectual disability and/or on the autism spectrum about sex has significant consequences, it exacerbates their vulnerability, increases their likelihood of being abused, of having unhealthy relationships and unplanned pregnancies⁴.

Learning outcomes based on teacher's and student's perspectives



Learning outcomes

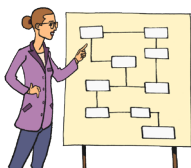
Students can outline what sex is and what it can include.

Students can understand that sex can be different in different relationships.

Accessible learning outcome

I know what sex is and what it can include.

I know that sex can be different in different relationships.



EXAMPLE LESSON PLAN

Topic: Sex

Note for teachers:

Some students in your class might have experienced sexual assaults, abuse or rape. It is crucial that you provide students with a 'content warning' about the topic and that if they need a break or do not want to participate in these lessons, they do not have to. Additionally, it is important that

you know the correct procedures for how to support students (school counsellors, hotlines and referral to additional support) and report incidents of sexual assault, abuse or rape. Be aware of the protocols for reporting disclosures. Students will have different experiences and beliefs about sex, it is important to be sensitive to these differences. Some students may feel guilty for having had sex, not yet having sex, or feeling that they should already be having sex. Some students may experience frustration that their disability is an obstacle to having sex when they have the desire to.

Make connections to sex and healthy relationships. Ensure that you express that love is not necessary to having sex with someone.

Support the different sexual orientations of students, legitimise these relationships and provide them with the information they need to have healthy sexual relationships.

Learning outcomes	EBP/teaching strategy	Resources needed
Students can outline what sex is and what it can include.	Visual support	Private Question Box Appendix 1: Types of sex Appendix 2: Good sex, bad sex
Students can understand that sex can be different in different relationships.		

Lesson sequence

Introduction: Ask students what they know about sex.

Prompts:

- What does sex mean?
- What do you think is included as sex?
- What is and what is not sex?
- Do you think all people have the same kinds of sex?
- Do you think sex should be enjoyable to all people involved?
- What have you heard about sex from others?
- Who can you talk to about sex?
- When is it appropriate and when is it not appropriate to talk about sex?



Activity 1: Private Question Box

Put a box at the front of the classroom, explain to the class:

- You can add questions to the box at any time whilst learning about this topic.
- It is private and anonymous, so no one will know you are the person asking the question.

I will then read the questions after class and if the questions are relevant and appropriate I will answer them during the last lesson.

Hand all students a piece of paper and ask them to write down any questions they have. All students (even if they have not asked a question) will then put the piece of paper into the box.



Activity 2: Explaining Sex

Sex is intimate physical touching between people. It can include kissing, touching, mutual masturbation, oral sex, penetration of a vagina with a penis, and anal sex.

The teacher shows students pictures of some ways in which people have sex. The teacher can use [Appendix 1: Types of sex](#).

Prompts:

- Sex can lead to pregnancy; how can unplanned pregnancy be avoided?
- Do you think both people should be enjoying what they are doing when they are having sex?
- Will people in non-heterosexual relationships have the same kind of sex as a heterosexual couple? Why? What would be the same? What would be different?

**Activity 3: Good sex, bad sex activity**

Students will work individually or in a small group to match the visuals to the different categories; Good sex, Bad sex. The teacher can use [Appendix 2: Good sex, bad sex](#).

**Activity 4: Class discussion – Good sex, bad sex**

After students have completed the *Good sex, bad sex* sorting activity, have the class come together to discuss.

Prompts:

- What visuals did you put in the good sex category?
- What visuals did you put in the bad sex category?
- Do we agree? Why or why not?
- What do the things in each category have in common?

**Activity 5: Are you ready to have sex?**

As a class, watch the [Are you ready to have sex?](#) video on Amaze.org.

What did we learn from this video?

Prompts:

- How do you think you will know if you are ready to start having sex?
- What are some things you should consider? (How you feel about that person, how they feel about you, how you think you will feel afterwards, is that person kind to you?)
- What are some things you should talk to the other person about? (Sexual history, types of contraception, how will you get contraception, have you agreed on what you are happy to do together, have you agreed that you will stop if either person wants to?)
- “It is your choice to say yes or no every time!”
- Should you wait until you are 100% comfortable?

**Activity 6: Private Question Box – Answer time**

Prior to this activity it is important that you go through all the questions and evaluate if the questions are relevant and appropriate to the topic.

If you are unsure of how to answer some of the questions, please see the resources that are provided in this guide. It is important to provide students with accurate, age appropriate and evidence-based information.

Read out the questions you have selected are suitable for this topic from the Private Question Box. Ask students if they think they know the answer the question. Answer the question, providing accurate, age appropriate and evidence-based information.

Conclusion: Recap the key concepts from this lesson, emphasising that sex needs to be consensual and enjoyable, and that sex will be different in different relationships.



Teacher reflection

Reflect on the lesson asking yourself:

- Did the lesson cater to the diverse learning preferences and needs of the students?
- How can I build on this lesson to support students to continue to develop their knowledge and understanding of what sex is?
- How frequently should I revisit this lesson?
- Were there any parts of this lesson that should be recapped or repeated to help students consolidate their learning?

References

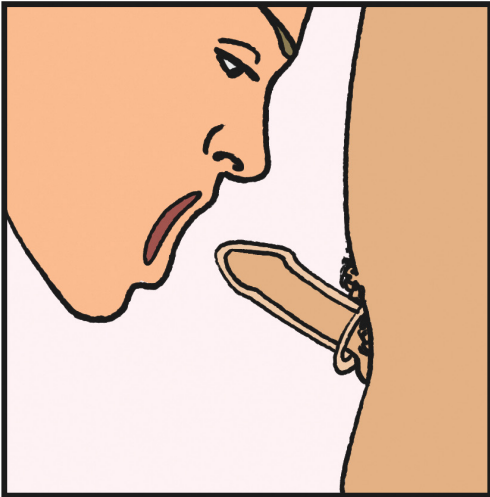
- 1 Frawley, P., & O'Shea, A. (2020). 'Nothing about us without us': sex education by and for people with intellectual disability in Australia. *Sex Education*, 20(4), 413–424. <https://doi.org/10.1080/14681811.2019.1668759>
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Appendix 1: Types of sex

[BACK](#)

Note for teacher: The images are depicted with barrier protection against sexually transmitted infections. The images show the correct use of dental dams and condoms.

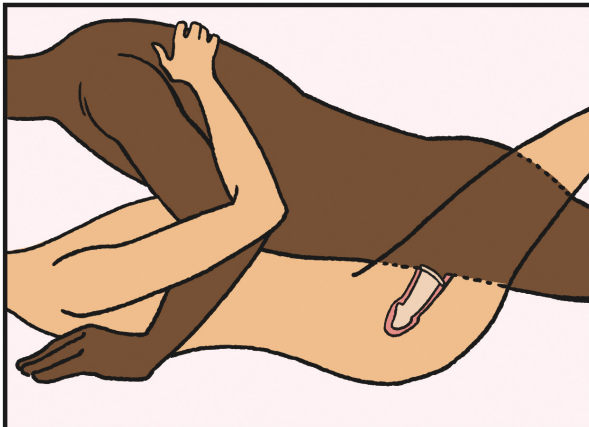
Oral sex



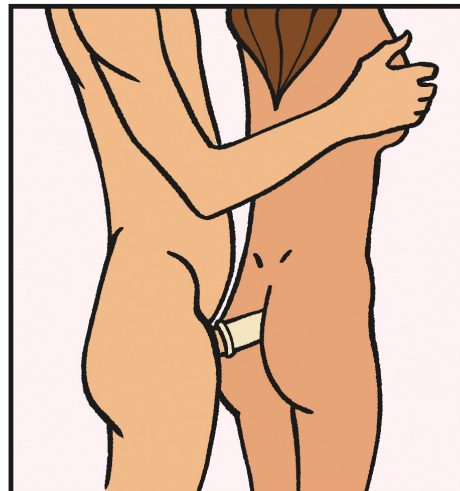
Oral sex



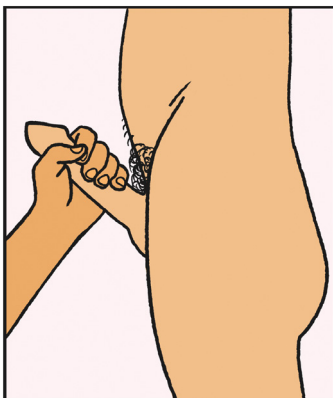
Vaginal sex



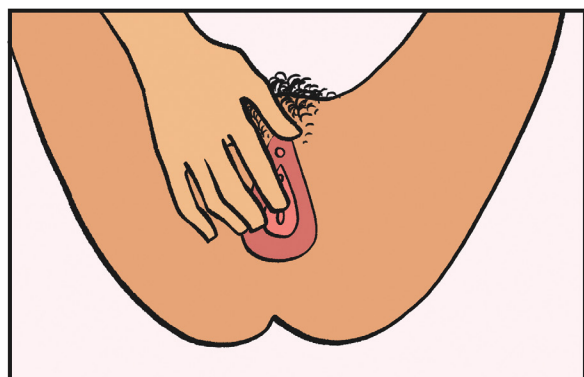
Anal sex



Hand job



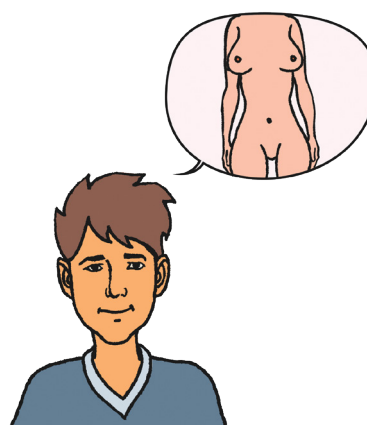
Fingering



Sexy touching



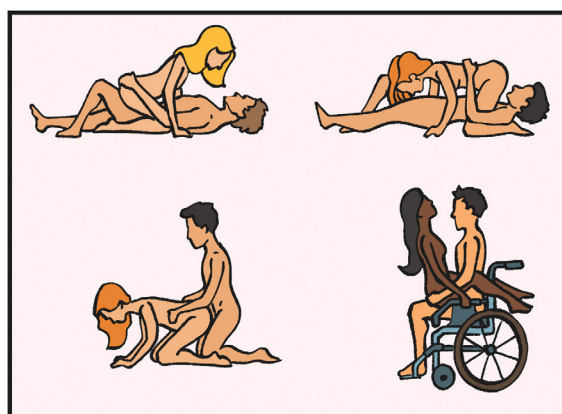
Sexy talk



Oral sex



Sexual activity



Appendix 2: Good sex, bad sex

[BACK](#)**Good sex** ✓**Bad sex** ✗

