

PCSHE Booklet – Year 11

Topic 1 – Health Choices and Independence

Name: _____

Class: _____

Teacher: _____

Year 11 Curriculum Overview

Year 11 Curriculum Overview			
Topic 1: Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.	Topic 2: Health Choices and Independence Responsible health choices, reproductive health, miscarriage, self-examination and screening.	Topic 3: Families Different families and parental responsibilities, pregnancy, forced marriage and changing relationships.	Topic 4: Financial Decision Making Payslips, Tax and Mortgage

If you need further support...

Home and school support:

- A friend
- A teacher
- Your tutor
- Parents/carers
- Mr Ogden
- Mrs Loveridge
- Mrs Jones
- Mrs Hayward
- Mr Hayward

Reputable Organisations:

- www.childline.org.uk/info-advice/you-your-body/my-body
- www.nhs.uk/change4life
- www.nhs.uk/live-well
- www.tomkerridge.com/full-time-meals (for family friendly meal ideas, including cooking healthy food within a limited kitchen).
- Young Minds: www.youngminds.org.uk
- Contact your GP
- Contact Orchid: <https://orchid-cancer.org.uk/testicular-cancer/> (0808 802 0010)
- Visit trekstock: <https://www.trekstock.com/> (a resource for young people affected by cancer which provides counselling and support)
- Breast Cancer Now – <https://breastcancer.org>
- Teenage Cancer Trust - www.teenagecancertrust.org

Knowledge Organiser

PCSHE Year 11 Topic 2: Health Choices and Independence

Key Terms:

- **Stress:** A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.
- **Wellbeing:** The state of being comfortable, healthy, and happy.
- **Adverse:** Unfavourable or negative.
- **Strain:** Pressure or tension on something or someone.
- **Productive:** Achieving or producing results or outcomes effectively.
- **Revision:** The process of reviewing and studying material in preparation for exams or tests.
- **Aerobic activity:** Physical activity that raises the heart rate and improves cardiovascular fitness.
- **Flight or fight response:** The body's automatic response to a perceived threat, preparing it to either confront or escape the threat.
- **Cardiovascular:** Relating to the heart and blood vessels.
- **Immune system:** The body's defence system against infections and diseases.
- **Meditation:** A practice of focusing the mind and inducing a state of calm and relaxation.
- **Optimism:** A positive or hopeful attitude towards the future.
- **Depression:** A mental health disorder characterized by persistent sadness, loss of interest, and other symptoms that affect daily life.
- **Anxiety:** A mental health condition characterized by excessive worry, fear, and nervousness.
- **Blood transfusion:** The process of taking blood from one person (donor), processing it, and then giving it to another person (patient).
- **Red blood cells:** Blood cells that contain haemoglobin and carry oxygen throughout the body.
- **Shortage:** A condition of lacking an adequate amount or quantity.
- **Donor:** A person who voluntarily gives blood or organs for the purpose of helping others.
- **Sickle cell disease:** A genetic blood disorder characterized by abnormal, sickle-shaped red blood cells that can cause
- **Chemotherapy:** The use of drugs to treat cancer by killing or inhibiting the growth of cancer cells.
- **Stem cell transplants:** Medical procedures involving the transplantation of stem cells to replace damaged or diseased cells in the body.
- **Donation:** The act of voluntarily giving blood, organs, or other body tissues for medical use to help others.
- **Opt-in system:** A system in which individuals must actively choose or volunteer to participate.
- **Opt-out system:** A system in which individuals are considered willing donors unless they have explicitly stated their decision not to participate.
- **Excluded group:** A category of individuals who are not automatically included in the organ donation system due to specific circumstances or conditions.
- **Breast Cancer:** A type of cancer that forms in the breast tissue, typically characterized by the presence of abnormal cells that multiply and form a tumour.
- **Self-screening:** The process of examining oneself to detect any changes or abnormalities in the body.
- **GP:** General Practitioner, a primary care physician or doctor.
- **Testicular Cancer:** A type of cancer that develops in the testicles, the male reproductive organs that produce sperm and testosterone.
- **Puberty:** The stage of development during which a person reaches sexual maturity.
- **Benign:** Not cancerous or harmful.
- **Cysts:** Fluid-filled sacs or growths that can develop within the body.

KPI 1 – Wellbeing

Stress: A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

Some stress is good as it can motivate people however too much can be detrimental, especially if over a long period of time.

Top tips for dealing with exam stress:

1. Always take a moment just to breathe, whether in the exam, before or after.
2. Remember that school does offer support, just reach out and ask!
3. Keep your work balanced. Spend time revising but socialise and relax too.
4. Keep a self-care routine so that your revision is the most productive it can be whilst you feel as good as possible.
5. Break up revision with food and exercise to make sure you stay energised.
6. Remember that results do not define you.
7. Find a revision space and style that works for you
8. Work to your own pace – everyone is different in how they work.
9. If you feel nervous about the time pressure of an exam, practice timing yourself when you revise, or try some test papers.
10. Plan in some treats to reward yourself and celebrate when it's all over!

Importance of exercise:

Exercise increases your overall health and your sense of well-being, which puts more pep in your step every day. But exercise also has some direct stress-busting benefits.

- **It pumps up your endorphins.** Physical activity may help bump up the production of your brain's feel-good neurotransmitters, called endorphins. Although this function is often referred to as a runner's high, any aerobic activity, such as a rousing game of tennis or a nature hike, can contribute to this same feeling.
- **It reduces negative effects of stress.** Exercise can provide stress relief for your body while irritating effects of stress, such as the flight or fight response, and helping your body and its systems practice working together through those effects. This can also lead to positive effects in your body—including your cardiovascular, digestive and immune systems—by helping protect your body from harmful effects of stress.

- **It's meditation in motion.** After a fast-paced game of racquetball, a long walk or run, or several laps in the pool, you may often find that you've forgotten the day's irritations and concentrated only on your body's movements.
- As you begin to regularly shed your daily tensions through movement and physical activity, you may find that this focus on a single task, and the resulting energy and optimism, can help you stay calm, clear and focused in everything you do.

- **It improves your mood.** Regular exercise can increase self-confidence, improve your mood, help you relax, and lower symptoms of mild depression and anxiety. Exercise can also improve your sleep, which is often disrupted by stress, depression and anxiety. All of these exercise benefits can ease your stress levels and give you a sense of command over your body and your life.

Knowledge Organiser

PCSH E Year 11 Topic 2: Health Choices and Independence

KPI 2 - Blood Transfusions:

A blood transfusion involves taking blood from one person (a donor), processing it, then giving it to someone else (a patient).

Why might a blood transfusion be needed?

A blood transfusion may be needed if you have a shortage of red blood cells.

This may be because your body's not making enough red blood cells or because you have lost blood.

For example, you may need a blood transfusion if you have:

- a condition that affects the way your red blood cells work – such as sickle cell disease or thalassemia
- a type of cancer or cancer treatment that can affect blood cells – including leukemia, chemotherapy or stem cell transplants
- severe bleeding – usually from surgery, childbirth or a serious accident
- A blood transfusion can replace blood you have lost, or just replace the liquid or cells found in blood (such as red blood cells, plasma or cells called platelets).

Donation:

- For blood and stem cell donation, an opt-in system is in place. Individuals must volunteer to give blood or sign up to the stem cell register.
- For organ donation, an opt-out system is in place. All adults will be considered to have agreed to donate their organs when they die unless they have recorded a decision not to donate or are in an excluded group. Families will still be consulted about organ donation and the donor's faith, beliefs and culture will be respected.

KPI 3 – Self-screening information

Breast Cancer – Self-screening

- know what's normal for you
- look at your breasts and feel them
- know what changes to look for
- report any changes to a GP without delay

Look at your breasts and feel each breast and armpit, and up to your collarbone. You may find it easiest to do this in the shower or bath, by running a soapy hand over each breast and up under each armpit. You can also look at your breasts in the mirror. Look with your arms by your side and also with them raised.

See a GP if you notice any of the following changes:

- a change in the size, outline or shape of your breast
- a change in the look or feel of the skin on your breast, such as puckering or dimpling, a rash or redness
- a new lump, swelling, thickening or bumpy area in one breast or armpit that was not there before
- a discharge of fluid from either of your nipples
- any change in nipple position, such as your nipple being pulled in or pointing differently
- a rash (like eczema), crusting, scaly or itchy skin or redness on or around your nipple
- any discomfort or pain in one breast, particularly if it's a new pain and does not go away (although pain is only a symptom of breast cancer in rare cases)

Testicular Cancer – Self-screening

From puberty onwards, it is important to check your testicles regularly. Testicular cancer is usually always cured but it is easier to treat when it is diagnosed early. Checking for testicular cancer is sometimes called testicular self-examination. Doing this regularly means you soon get to know what feels normal for you. A normal testicle should feel smooth and firm, but not hard.

Hold your scrotum in the palm of your hand. Use your fingers and thumb to examine each testicle. You should feel for:

- lumps or swellings
- anything unusual
- differences between your testicles.

It is normal for the testicles to be slightly different in size. It is also normal for one to hang lower than the other. The epididymis (tube that carries sperm) is behind the top of each testicle. It feels like a soft, coiled tube. It is common to get harmless cysts or benign lumps in the epididymis. Treatment for these may vary. Other conditions can cause lumps or swellings, and most lumps are not cancer. But it is important you get your doctor to check anything unusual as soon as possible.

If you need further support...

Home and school support:	Reputable Organisations:
• A friend	- www.childline.org.uk/info-advice/you-your-body/my-body
• A teacher	- www.nhs.uk/change4life
• Your tutor	- www.nhs.uk/live-well
• Parents/carers	- www.tomkerridge.com/full-time-meals (for family friendly meal ideas, including cooking healthy food within a limited kitchen).
• Mr Ogden	- Young Minds: www.youngminds.org.uk
• Mrs Loveridge	- Contact your GP
• Mrs Jones	- Contact Orchid: https://orchid-cancer.org.uk/testicular-cancer/ (0800 802 0010)
• Mrs Hayward	- Visit trakstock.com/ (a resource for young people affected by cancer which provides counselling and support)
• Mr Hayward	- Breast Cancer Now – https://breastcancer.org
	- Teenage Cancer Trust - www.teenagecancertrust.org

Low Stake Quiz

1. _____

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Sliding Scale – Lesson 1

Lifestyle and Wellbeing

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can identify the opportunities to maintain a healthier balance between activities, including online, physical activity and exam preparation.



I can explain how maintaining a healthier balance between types of activities can help to support wellbeing.



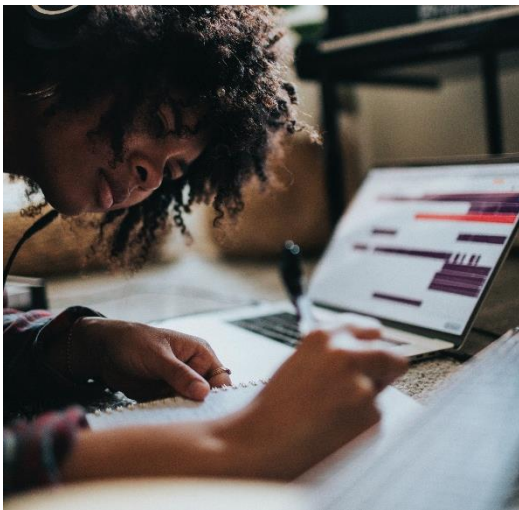
I can support wellbeing during and leading up to exam periods.



Key Words: Balance, mental health, physical health

Task: How do the items on the board relate to health and wellbeing?

Add as much detail as you can around each item.



Task: Choose or make a character, then read the newsletter from Shipglosep School.

Plan a typical day in your character's life. You might be able to include more than one activity in an hour, but try to keep this realistic.



Shipglosep School

Newsletter 23: Summer term

Welcome from the editor

Hi everyone, welcome back to the final term of the year at Shipglosep. There are a lot of big events this term to get involved in, and plenty of extra-curricular activities and exam preparation.

Best of luck to all the Year 11s sitting exams this summer!

Peter Nguyen - Year 10

Tips for the term: Exam edition

With so many of you sitting end of year tests or GCSE exams this term, here are a few tips to help balance revision time with other aspects of a healthier lifestyle!

Tip 1: Make a revision timetable and try to stick to it whenever possible.

Tip 2: Break up longer sessions by getting a few minutes of exercise or movement each hour.

Tip 3: Keep your energy up by taking regular breaks, getting around 9 hours of sleep a night and eating healthier snacks. Caffeinated drinks and sugary snacks might seem like a solution to feeling tired, but you'll soon feel tired again.

Tip 4: If you need a listening ear, come and talk to a member of staff in the library or speak to your Head of Year.

Ms Lopez

Summer term events

Careers fair	15th May
Regional athletics meet	27th June
School theatre production	3rd-5th July
Leavers assembly	8th July
Rewards trip day	21st July
End of term	22nd July

Notices

An updated timetable of extra-curricular activities is posted to the notice board in the Humanities corridor.

New activities added include:

- Exam support and revision (AM and PM slots)
- Lunch-time handball
- Film club
- Bookable sessions with the careers advisor

Tomi - Year 11



Tomi is a member of the school athletics team and spends a lot of his time at the local community centre where he's taking on more leadership roles to support the younger members.

Karmen - Year 11

Karmen is excited to start sixth form in a few months but is a bit nervous about her exams, so she's been going to exam-practice sessions before school. She loves team sports and finds this a great way to wind down.

Harley - Year 10


Harley wants to run a catering company when he's older, so his aunt has offered to help him build experience by giving him a part-time job for a couple of hours a week in her catering business.


6am		6pm	
7am		7pm	
8am		8pm	
9am	<p>In lessons</p> 	9pm	
10am		10pm	
11am		11pm	
12 noon		12 midnight	
1pm	<p>In lessons</p> 	1am	
2pm		2am	
3pm		3am	
4pm		4am	
5pm		5am	


Task: Discuss the following questions.


1. How might each of the character's days vary based on their priorities? What will look similar between characters?
2. Will each day look the same across the week? What might stay the same and what might change?
3. Are there any activities that should happen on most days of the week to support good health? Are there activities it might be best to take part in on a couple of days a week, or for shorter periods during the day?


Task: Look at the list of activities below. Are there any missing, if so, add your own. Assign a colour/use the current symbol for each activity. Indicate where your character is taking part in the activities.


 Sleeping


 Walking to/from school

 Revising


 Getting the bus/from to school


 Playing an active game or sport


 Getting driven to/from school


 Exercising


 Cooking


 Socialising at the local community centre


 Household chores


 Taking part in services at a place of worship


 Getting ready for the day (for example, showering)


 Playing video games

 Working at a part-time job

 Catching up on social media

 Eating a meal

 Watching TV or films

 Eating a meal

Suggest your own activities:

Task: Answer the following questions based off your character.

1. Are there a good balance of activities across the day?

2. How might activities being off-balance affect the character's wellbeing?

Strategies

Task: Identify areas that are not as well balanced as they could be in your character's day. In groups, create a list of strategies to help that character, or anyone, balance their day effectively.

Task: Write three top tips for balancing activities as part of a healthier lifestyle.

Low Stake Quiz

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Sliding Scale – Lesson 2

Managing Influences

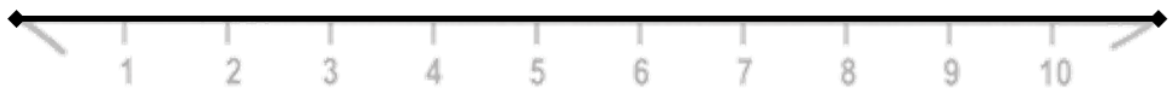
Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I can identify the benefits of maintaining physical health.

Not confident

Confident



I can explain how a range of factors can influence the health-related choices a person can make as they become more independent.

Not confident

Confident



I can identify the potential barriers to making healthier choices and describe a range of strategies to reduce the impact of these.

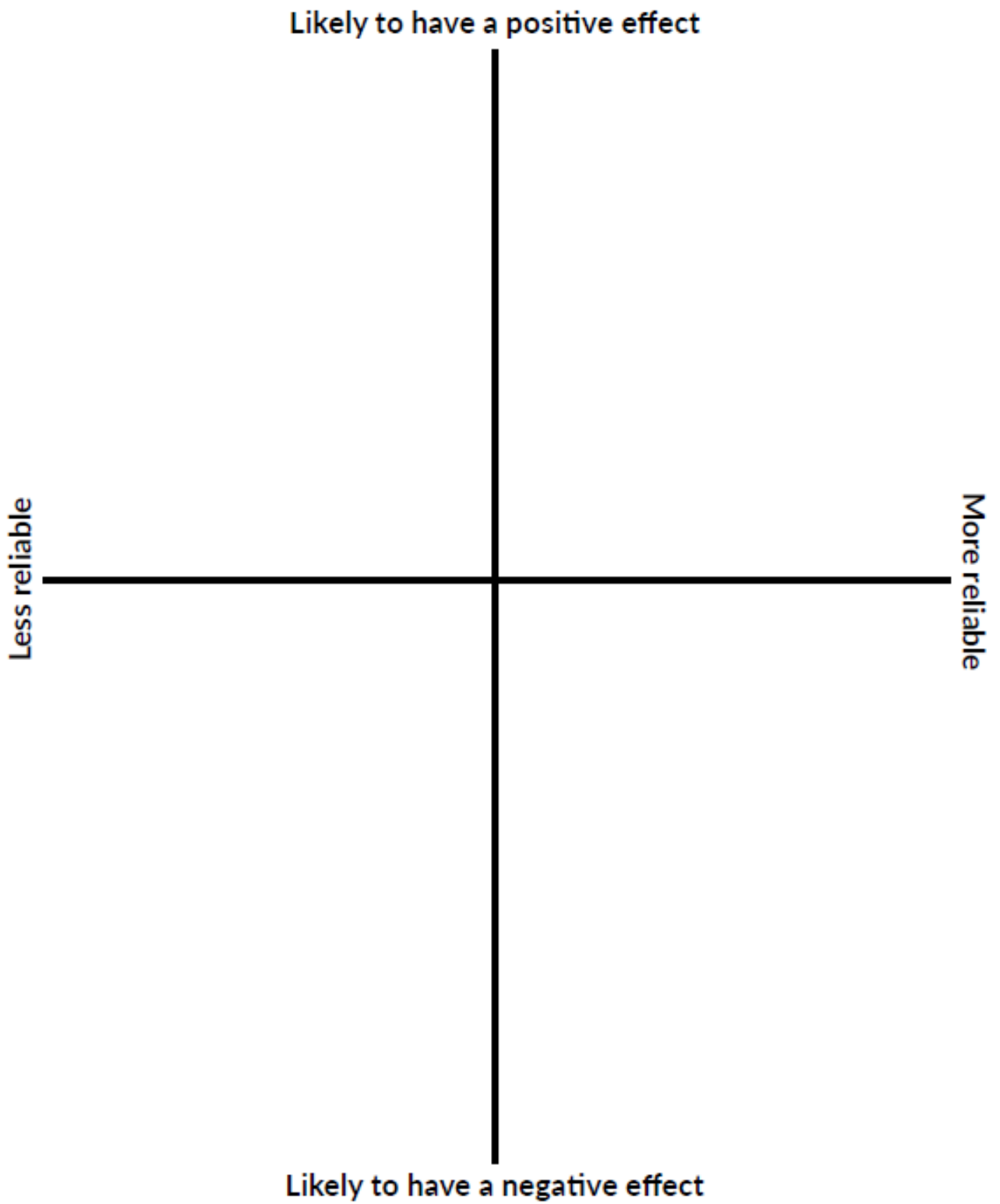
Not confident

Confident



Key words: Decisions, healthier lifestyle, influence, intention, reliability.

Task: Complete the following 'living graph' based on the information of the slides.



Task:

1. Annotate each vignette, identifying the influences on each character's decisions.
2. Circle any barriers to healthier lifestyle decisions which you can see in the vignette.
3. Describe the strategies you believe will be most effective for each character to manage these influences and barriers.

<p>Alexi has been watching videos online about the environmental impact of his food choices. He asks to go to the shops with his dad and feels a bit conflicted when his dad picks up a pack of beef mince.</p> <p>He asks his dad if they can get the pack that says it's grass-fed on the front as he's heard it's better. Alexi's dad says that it's too expensive and they need to have enough money to buy things like fruit and vegetables.</p>	<p>Influences</p>
<p>Strategy</p>	
<p>Hadiyah is a keen runner, but she's been feeling a bit sluggish recently and hasn't had the energy to get out for a run. Her parents noticed she hadn't been going out as much and asked her if she was feeling okay.</p> <p>Hadiyah shrugged and said she was just feeling a bit tired at the moment. She doesn't really know why. But her parents suggest that maybe Hadiyah should look at dropping an extra-curricular activity for a while, just until she's finished her exams.</p>	<p>Influences</p>
<p>Strategy</p>	
<p>Dana has just started university. She's learned to cook some simple meals and set herself a food budget. She's also made a shopping list and asked her flatmates if they want to go to the shops with her to buy it all.</p> <p>One of her flatmates thinks they should stock up on ready meals and frozen pizzas instead. Dana knows it'll be easier to cook those but she's worried about what's in the food and the effect it might have on her overall health.</p>	<p>Influences</p>
<p>Strategy</p>	

Task: Answer the following questions.

1. What influences your lifestyle choices?
2. Are there any barriers to making healthier lifestyle choices?
3. Are there any strategies to manage these barriers in an achievable and realistic way?

Low Stake Quiz

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Sliding Scale – Lesson 3

Exploring Donation

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I am able to identify the steps involved in blood, organ and stem cell donation.

Not confident

Confident



I am able to describe how it might feel to be part of the donation process.

Not confident

Confident



I can analyse the importance of donation for individuals and for society.

Not confident

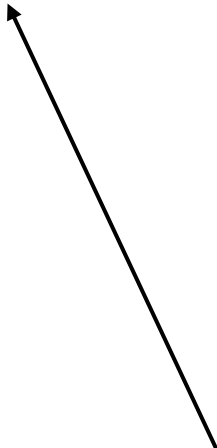
Confident



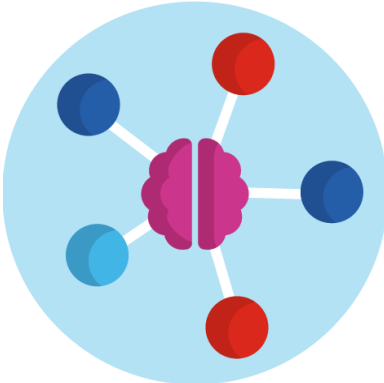
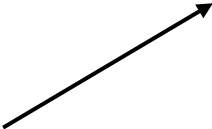
Key Words:

Task: Complete the mindmap in your booklet to write down everything you already know about blood, stem cell and organ donation.

Stem cell donation



Blood donation



Organ donation



What helps people make choices?

Task: Look at the four case studies below and decide:

1. What choice have they made? (opt in/opt out/neither)
2. What has informed their choice?

Challenge: Why is it important that everyone's choices are respected when it comes to donation?



"I'm really scared of needles, so giving blood isn't something I feel I'm able to do."



"My faith says that we should give what we can to help others, so I signed up to the stem cell register."

"I watched my friend with sickle-cell needing regular blood transfusions and saw how they changed her life. I wanted to help out so I started giving blood."



"I feel uncomfortable with the idea of my organs being used after I die, so I recorded my decision to opt out of organ donation on the NHS Organ Donation Register."



What are the strongest reasons for donation and the change in law?

Task: Rank the following reasons from most important to least important.

- Changing the law will encourage more people to think about donation and spark conversations with families and friends about being a donor.
- Statistically, someone is more likely to need an organ than to be an organ donor.
- All major religions in the UK support the principles of organ and tissue donation.
- An organ or tissue is the greatest gift that anyone can give.
- Families will still be consulted about organ and tissue donation and an individual's faith, beliefs and culture will always be respected.
- A person's family may take comfort from the fact that a loved one's organs and tissues will be used to help save or transform other people's lives.
- Despite thousands of life-saving operations that take place every year, around 5,000 people in England are on the transplant waiting list.
- One organ donor can improve the lives of up to nine people and many more by donating tissue

Task: Create a campaign.

Low Stake Quiz

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Sliding Scale – Lesson 4

Breast Cancer

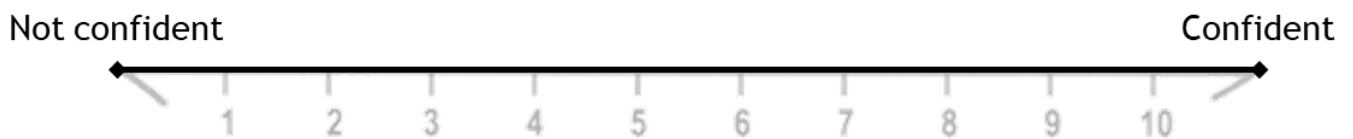
Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

To be able to identify signs and symptoms of breast cancer.



To be able to explain what breast cancer is and identify key terms.



To be able to identify the myths and key facts about breast cancer.



Key Words:

Task 1: Complete the mindmap in your booklet and note down what you already know about breast cancer. Consider: definition, causes, symptoms etc.



Task 1: Match the key term with the definition.

Key Term	Definition
Tumour	Removal of tissue by a needle that is then examined under a microscope
Remission	Mutated genes that mean a carrier has a much higher risk of developing breast cancer (and some other cancers) compared to the general population.
Secondary Breast Cancer	A collection of fat cells that extend from the collarbone, across under the arm and down the middle of the ribcage
Biopsy	A treatment that destroys cancer cells, and can cause a patient to lose their hair
Ultrasound Scan	Biological information we inherit from our parents, affecting the way we look and how our bodies work and grow
Mammogram	Chemical messengers that regulate growth and reproduction
Radiotherapy	A surgical procedure to remove a lump believed to be cancerous
BRCA1 & BRCA2	A breast x-ray
Lumpectomy	Removal of all the breast tissue including the nipple area.
Terminal	A doctor who specialises in cancer
Mastectomy	An artificial breast used to restore shape when part of all of the breast has been removed.
Chemotherapy	A treatment that uses high energy x-rays to destroy cancer cells.
Breast Tissue	Surgery that rebuilds the breast shape after all or part of the breast has been removed
Genes	When signs and symptoms of a disease partly or completely disappear. This may be temporary or permanent
Hormones	When cancer cells from the breast have spread to other parts of the body such as the bones, lungs, liver or brain. (Also called Stage 4 breast cancer).
Oncologist	The size of the cancer and how far it has spread
Stage	The cancer diagnosis is not treatable and will be life-ending
Prosthesis	An overgrowth of cells forming a lump – may be benign (not cancer) or cancer
Reconstruction	Uses high frequency sound waves to produce an image

Task: As the video plays, write down a summary of the signs and symptoms and how to check.

What are the signs and symptoms of breast cancer?

How can you check to see if you are showing any of the symptoms or signs of breast cancer?

Task: Complete the quiz in your booklet to demonstrate your knowledge on breast cancer so far.

1. How old was the founder of CoppaFeel!, Kris Hallenga, when she was diagnosed with breast cancer?
2. What stage was Kris' breast cancer at when it was finally diagnosed?
3. What is the name of the charity Kris set up with her twin sister Maren, to educate young people about breast cancer?
4. How many women are affected by breast cancer every year in the UK?
5. How many men a year are diagnosed with breast cancer in the UK?
6. What percentage of breast cancers are caused by a genetic link?
7. Can you name 3 signs of symptoms you should be aware of?
8. Name 3 ways you may lower your risk of getting cancer, (not just breast cancer)?
9. Name two common myths associated with breast cancer.
10. Where should you check up to and under when checking your chest?
11. How often should you check your chest?
12. If you notice a change to your chest, when should you see a doctor?

Task: Spread the word.

We want you to create an awareness campaign to help other people know about the risks of breast cancer and to recognise any changes.

1. What do you want your audience to do as a result of seeing your checklist?
2. Who will be seeing your checklist? Note down things like their age (or age range), gender, hobbies, or brands that they might like.
3. What is the message you want your audience to take away from the checklist? Are there any key facts or figures that you want them to remember?
4. What is your campaign slogan?
5. How will your checklist look?

Low Stake Quiz

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Sliding Scale – Lesson 5

Testicular Cancer

Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Sliding Scales

I am able to explain what testicular cancer is.



I am able to describe the signs and symptoms of testicular cancer.



I am able to identify the possible risk factors.

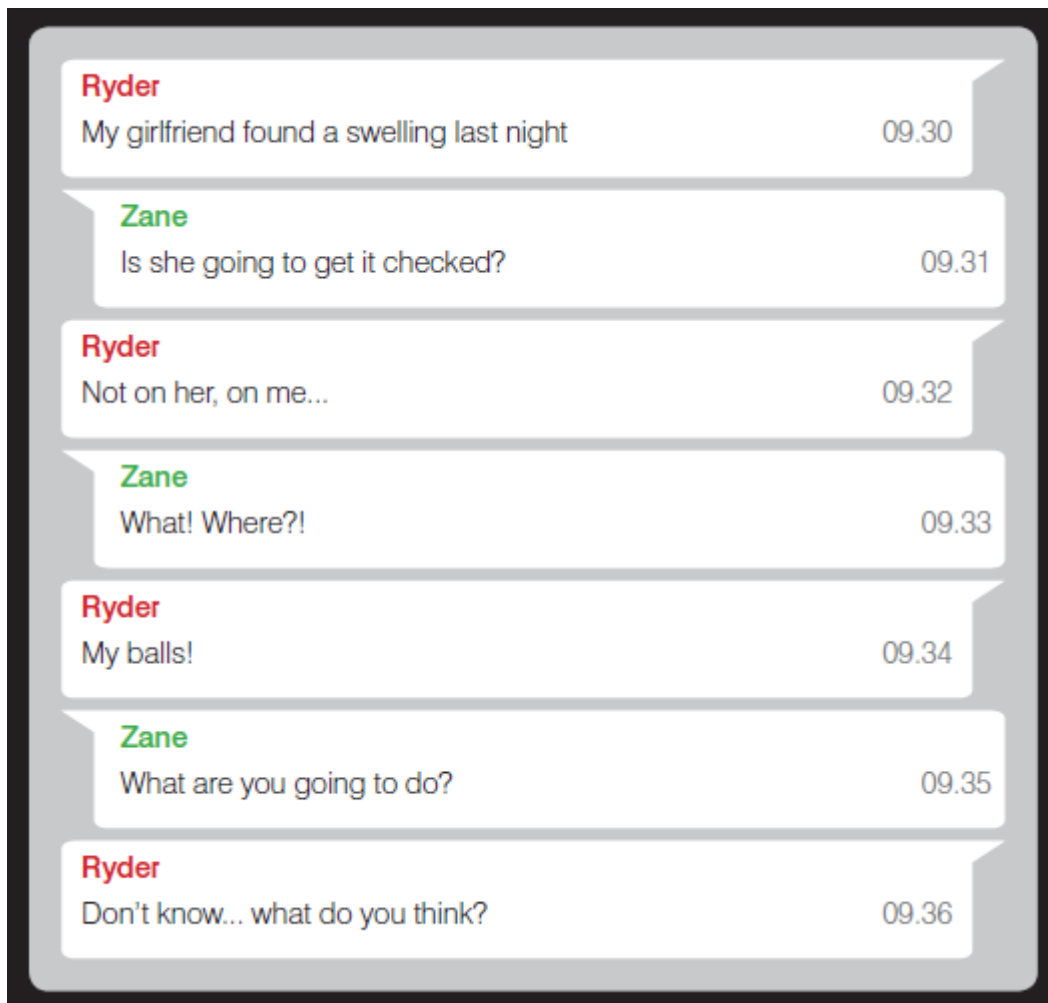


I am able to explain how to perform a testicular examination and what to do if a problem is suspected.



Key Words: Cancer, testicles, orchidectomy, self-examination, symptoms

Task: Read the text conversations between Ryder and Zane. Answer the following questions based on the conversation.



1. How might Ryder be feeling?

2. Is it normal to have a lump?

3. What might this lump be?

4. What should Ryder do?

5. What questions might Ryder have?

Task: Watch the video and answer the questions in your booklet.

Is Ryder too young to get cancer?

How would a young person like Ryder know that something doesn't feel right in their testicles?

What might increase someone's risk of getting testicular cancer?

What else might Ryder's lump be?

If an abnormality has been detected then it will need to be assessed by a GP. Most GPs are able to identify a common problem by a brief examination. Although the likelihood of testicular cancer is rare, the abnormality still needs to be fully assessed to verify that it is not cancer.

Task: Why might Ryder not get his lump checked? Create a list of possible reasons in your booklet.

Task: Complete the quiz in your booklet.

1. Which is the most likely age to develop testicular cancer?
2. What is the most common symptom of testicular cancer?
3. When is the best time to check testicles?
4. How often should someone check their testicles?
5. What percentage of men will survive early detected testicular cancer?

