

PCSHE Booklet – Year 11

Topic 1 – Communication in Relationships

Topic 2 – Health Choices and Independence

Name: _____

Class: _____

Teacher: _____

Year 11 Curriculum Overview

| Topic 1: Communication in relationships | Topic 2: Health Choices and Independence | Topic 3: Families |
|---|---|--|
| Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. | Responsible health choices, reproductive health, miscarriage, self-examination and screening. | Different families and parental responsibilities, pregnancy, forced marriage and changing relationships. |

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 – Topic 1

PCSHE Year 11 – Topic 1 – Communication in Relationships

| Section 1: Key Words | Section 2: Consent and the Law | Section 3: Relationships Rights and Reporting Abuse |
|--|--|---|
| <ul style="list-style-type: none"> • Consent: Agreeing by choice, with the freedom and capacity to do so. • Capacity: The ability to make a decision (lost if a person is asleep, unconscious, or heavily under the influence of drugs/alcohol). • Coercion: Persuading someone to do something by using force, threats, or persistent emotional pressure. • Exploitation: Taking advantage of a person (specifically those under 18) for personal gain. • Harassment: Unwanted behavior that violates someone's dignity or creates an intimidating environment. It is defined by the victim's perception, not the "intent" of the harasser. • Digital Monitoring: When a partner checks your phone, tracks your location, or demands your passwords. This is a sign of an unhealthy and controlling relationship. • A person who is minor: A person who is under the age of 18 and legally considered a child. • Age of consent: The age where someone can legally agree to taking part in sexual activity. In the UK the age of consent is 16. • Legislation: the law • Prosecuted: to bring legal action against a crime or punishment of a crime for the breaking of a law. • Affirmative consent: Consent is only given when a person agrees verbally to engage in sexual activities. | <p>The Definition of Consent: Under UK law, consent is only valid if a person agrees to a sexual act by choice, and has the freedom and capacity to make that choice. If someone is pressured, threatened, or too intoxicated to think clearly, they cannot legally give consent.</p> <p>Capacity and Age:</p> <ul style="list-style-type: none"> • The Age of Consent: Set at 16 for all genders. This ensures young people have a level of maturity before making these decisions. • Children under 12: Legally, a child under 12 can <i>never</i> consent to sexual activity; any such act is treated as a serious crime. • Emerging Legal Issues: The law evolves to cover modern issues. Stealthing (removing a condom without permission) and Revenge Porn (sharing private images to cause distress) are criminal offences. Upskirting is also a specific crime that can lead to a prison sentence, highlighting that consent applies to images and privacy as well as physical touch. • Positions of Trust: Adults in authority (teachers, coaches, etc.) are legally barred from sexual relationships with 16-17 year olds in their care, as the power imbalance makes true "freedom of choice" impossible. | <p>Everyone is entitled to certain rights within their relationships, whether they are with family, partners, or online.</p> <ul style="list-style-type: none"> • Healthy Relationships: Built on friendship, fun, open communication, trust, and mutual compromise. • Unhealthy/Abusive Relationships: Involves pressure, isolation, digital monitoring, hostility, and physical or emotional harm. <p>Types of Abuse:</p> <ul style="list-style-type: none"> • Physical: the intentional use of physical force or power to hurt, intimidate, control or punish others. Hitting, slapping, shoving, grabbing, pinching, biting, hair pulling, etc. are types of physical abuse. This type of abuse also includes denying a partner medical care or forcing alcohol and/or drug use upon him or her. • Emotional: includes coercive control — the intentional use of threats, humiliation and intimidation to harm, punish or frighten others, cause others to be dependent, isolate others from support, exploit, degrade or dehumanize others. • Verbal: The intentional use of verbal abuse aiming to belittle, upset, threaten, frighten, intimidate or control others. • Sexual: The intentional use of force, threats, or intimidation to make someone do something sexual or sharing intimate photos to shame, humiliate or control someone etc. • Economic Abuse: Is defined as making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment. • Psychological Abuse: Elements of psychological abuse include - but are not limited to - causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of pets and property; and forcing isolation from family, friends, or school and/or work. <p><i>Relationship violence and abuse are all about power and control. It's normal for relationships to have ups and downs and conflict, and it's okay to have mixed feelings about people. When someone's behaviour in a relationship becomes about having power and control over someone else, it's a big warning sign that the relationship is not healthy</i></p> |

Knowledge Organiser – Topic 1

PCSHE Year 11 – Topic 1 – Communication in Relationships

Section 3: Sexual Relationships

Choosing to have a sexual relationship is a big decision. It is about more than just how you feel in the moment; it requires being mature and being able to talk honestly with your partner.

•How to know if you are ready:

- **Trust:** Do you trust this person completely? You should never feel pressured or like you "owe" them anything.
- **Communication:** Can you talk comfortably about awkward things, like using condoms or other protection (contraception)?
- **Safety:** Do you feel safe with them? You should be able to say "stop" or "no" at any time, even if things have already started.

•The Reality (Statistics):

- **The Law:** Remember, even if you feel "ready," the law says you must be at least **16 years old**.

•Setting Boundaries:

- Boundaries are your "ground rules." It is important to decide what you are—and are not—okay with doing.
- A good partner will respect your boundaries and will never make you feel guilty for saying no.

•Changing Your Mind:

- Consent is not a "one-time" thing. Even if you have had sex with someone before, you have the right to say no the next time. You are always in control of your own body.

Section 4: Where can you turn to for help/support?

- Parents or trusted family members and Friends
- The Police / Community support officers
- School Safe Guarding Team or any member of staff.

Other Organisations:

- NSPCC Helpline: 0808 800 5000 (24 hours, every day) [nspcc.org.uk](https://www.nspcc.org.uk)
- Childline Helpline: 0800 1111(24 hours, every day) <https://www.childline.org.uk>

Knowledge Organiser – Topic 2

| PCSH Year 11 – Topic 2 – Independence | |
|--|---|
| <p>Section 1: Key Words</p> <p>Opt-out: A system where you are automatically included unless you choose to leave.</p> <p>Opt-in: An active choice to join or participate in something.</p> <p>Benign: A lump or growth that is not cancerous.</p> <p>Malignant: A growth that is cancerous and can spread.</p> <p>Remission: When signs and symptoms of a disease disappear, either temporarily or permanently.</p> <p>Biopsy: Removing a small piece of tissue to examine it under a microscope for cancer cells.</p> <p>Mastectomy: A surgical procedure to remove breast tissue.</p> <p>Orchiectomy: The surgical removal of one or both testicles.</p> <p>Transfusion: Taking blood from a donor and giving it to a patient.</p> <p>Where to Get Support If you have concerns about your health or want to learn more, use these reputable resources:</p> <ul style="list-style-type: none"> • Medical Support: Contact your GP (General Practitioner) immediately if you notice any physical changes. • NHS Services: <ul style="list-style-type: none"> • Blood Donation: blood.co.uk • Organ Donation: organ donation.nhs.uk • Charities: <ul style="list-style-type: none"> • CoppaFeel!: Educates young people about breast cancer. • Orchid: Support for testicular cancer (0808 802 0010). • Teenage Cancer Trust: Support specifically for young people with cancer. • Young Minds: For mental health support regarding health anxieties. • In School: Talk to a trusted teacher, tutor, or your Head of Year | <p>Section 2: Exploring Donation</p> <p>Blood Donation:</p> <ul style="list-style-type: none"> • One donation can save up to three adults or six infants. • The entire process takes about an hour, but the actual donation is only 5–10 minutes. • Donors must be 17+ to give blood, but can register from age 16. <p>Stem Cell Donation:</p> <ul style="list-style-type: none"> • Essential for treating people with blood cancer or blood disorders. • There is a critical need for male donors, as they make up only 16% of the register but provide 55% of all donations. • Donation usually happens through the bloodstream (90%) or bone marrow (10%). <p>Organ and Tissue Donation:</p> <ul style="list-style-type: none"> • One donor can save or transform up to nine lives. • Organs that can be donated include the heart, lungs, kidneys, liver, and pancreas. <p>The Law (Max and Keira's Law):</p> <ul style="list-style-type: none"> • England uses an opt-out system for organ donation, meaning all adults are considered donors unless they record a decision otherwise. • Blood and stem cell donation remain an opt-in system where individuals must actively volunteer. |
| <p>Section 3: Testicular Cancer</p> <p>Testicular cancer is the most common cancer in men aged 25–49 in the UK, but it is highly treatable if caught early.</p> <p>Risk Factors:</p> <ul style="list-style-type: none"> • Most common in men aged 15–45. • Increased risk for those born with an undescended testicle or a family history of the disease. <p>Symptoms:</p> <ul style="list-style-type: none"> • The most common symptom is a small, painless, pea-sized lump (found in 90% of cases). • A "dragging" sensation or ache in the scrotum. <p>Self-Examination:</p> <ul style="list-style-type: none"> • The best time to check is after a warm bath or shower when the scrotal skin is relaxed. • The body of the testicle should feel smooth and oval. | <p>Section 3: Breast Cancer Awareness</p> <p>Focuses on identifying symptoms and understanding that early detection is the best form of defense for all genders.</p> <p>What is it? Cancer occurs when cells in the breast tissue begin to divide and grow in an abnormal way.</p> <p>Key Facts:</p> <ul style="list-style-type: none"> • It can affect all genders because everyone has breast tissue. • While rare in young people, early detection leads to a very high chance of survival. • Most cases happen by chance, and only about 5–10% are linked to genetics (like the BRCA1/2 genes). <p>Symptoms to Watch For:</p> <ul style="list-style-type: none"> • Changes in size, outline, or shape of the breast. • A new lump or thickening. • Puckering, dimpling, or changes in the look of the skin. <p>Checking Routine: You should get to know what is "normal" for you and check your chest regularly (e.g., once a month).</p> |

Low Stake Quiz

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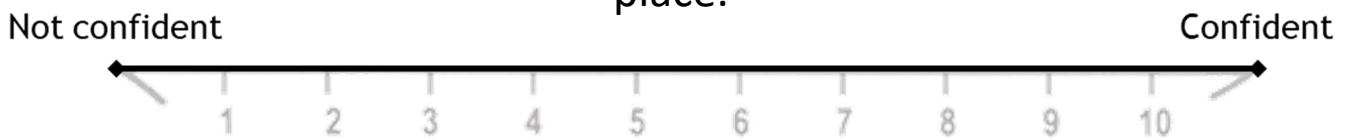
Sliding Scale – Lesson 1

Consent and the Law

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

Sliding Scales

I can describe the laws around consent and explain why they are in place.



I can compare the law of consent with other places around the world.



I can understand the consequences of the law



I can describe the options people have if they decided to disclose a sexual offence, and the reasons why people might not disclose.



Key words: Consent, capacity to consent, law, consequences, maturity, reversible consent.

Task 1: Complete the following ‘true or false’ quiz to demonstrate your current knowledge on the issue of consent.

| Statement | True or False? |
|--|----------------|
| The age of consent is different for men and women | |
| The age of consent is the same regardless of your sexual orientation and your gender identity | |
| If you're under 16 you cant get advise from a sexual health clinic | |
| Children who are 12 and under have the capacity to consent | |
| Women cannot go to prison for rape | |
| If two 15-year-olds had consensual sex , they would be prosecuted (i.e. have legal action taken against them) | |
| It is an offence for anyone over 18 to engage in sexual activity with someone under 18 if they have a position of trust (e.g. a teacher, youth worker, sports coach, etc.) | |
| It is not an offence if you touch someone with sexual intent if you ‘reasonably believe’ the other person has consent. | |
| It is an offence for someone to be naked in public | |
| If you are under 13 you can't be charged with a criminal offence | |

Legal or Illegal?

Consent is defined by section 74 Sexual Offences Act 2003: **Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.**

Task: Decide whether these specific scenarios are legal or illegal.

| | | | |
|---|--|---|--|
| Two 16 year-old males having consensual sex. | Forcing someone to get married | Forcing or pressuring your husband or wife into having sex with you. | A 17 year old male takes off his condom during sex when he and his partner consented to protected sex |
| Two 16 year olds having sex when they are both drunk at a party | An 18 year old male having a sexual image of his 15 year old girlfriend on his phone | Someone uploading a video of themselves having sex with an ex-partner to shame them | Not disclosing that you have an STI before having unprotected sex. |
| A 14 year old having naked photos of themselves on their phone | Someone upskirting a classmate in the playground and showing everyone the photo. | A 14 year old and a 12 year old agreeing to have sex | Two 17 year old kissing at a party and put their hand down the other's underwear. The other partner tenses up but says nothing and so they carry on. |
| Sending a 'dickpic' | Two 16 year olds have consensual sex when one of them asks the other to stop because it hurts. Their partner does not stop because they know they are close to orgasm and carries on for a further minute after hearing the request to stop. | Someone cheating on their partner without their partner's knowledge | <input type="checkbox"/> Legal <input type="checkbox"/> Illegal |

Canada: The age of consent is 16, but like several other countries, it has close-in-age exemptions known as 'Romeo and Juliet Laws', whereby a person can legally have consensual sex with a minor so long as he or she is not more than a given number of years older, generally four years or less

Sweden: The age of consent is 15

Russia: The age of consent is 16

Ireland: The age of consent is 17

Japan: The age of consent is 13

United States: Each state in the US has local laws setting an age of consent, but in all states the age is between 16 and 18

Italy: The age of consent is 14

South Korea: The age of consent is 20

Nigeria: The age of consent is 11

India: The age of consent is 18

China: The age of consent is 14

Chile: The minimum age of consent is 14, but there are legal restrictions on sexual activity up to the age of 18, and homosexual sex is illegal before that age

South Africa: The age of consent is 16

Yemen: There is no minimum age for marriage, and sex with girls as young as 9 is permitted

Indonesia: The age of consent is 16 for heterosexual sex and 18 for homosexual sex

Bolivia: The age of consent is set at puberty

Bahrain: The age of consent is 21 for women who want to marry without their father's permission

Saudi Arabia, Pakistan, Libya, Afghanistan and several other countries: The age of consent is not specified, but marriage is required

Low Stake Quiz

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Sliding Scale – Lesson 2

Relationship rights and reporting abuse

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

Sliding Scales

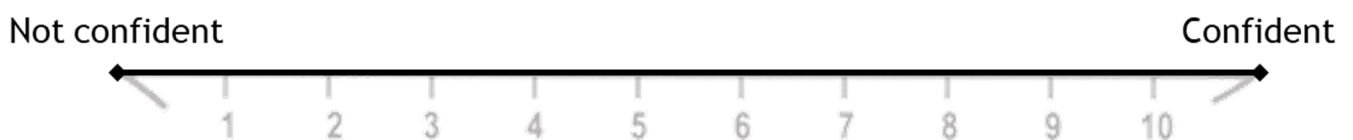
To be able to recognise rights everyone is entitled to in different relationships, including family, intimate relationships and online.



To be able to explain when, why and how to report abuse and access appropriate support.



To be able to analyse challenges to seeking support and evaluate support available to overcome barriers.



Task: What are the signs that a relationship is healthy? Also list feelings that people experience in positive relationships.

In the most extreme cases, negative relationship behaviours are sometimes known as abuse.

Definition: *Child abuse is when a child is intentionally harmed by an adult or another child – it can be over a period of time but can also be a one-off action.*

Abuse can occur in different forms, such as:

- Neglect - the ongoing failure to meet a child's basic needs such as food and cleanliness.
- Physical abuse - when someone hurts or harms a young person on purpose, for example hitting.
- Emotional abuse - this involves the continual emotional mistreatment of a young person, for example deliberately trying to scare, humiliate, isolate or ignore.
- Sexual abuse – when a young person is forced or tricked into sexual activity.

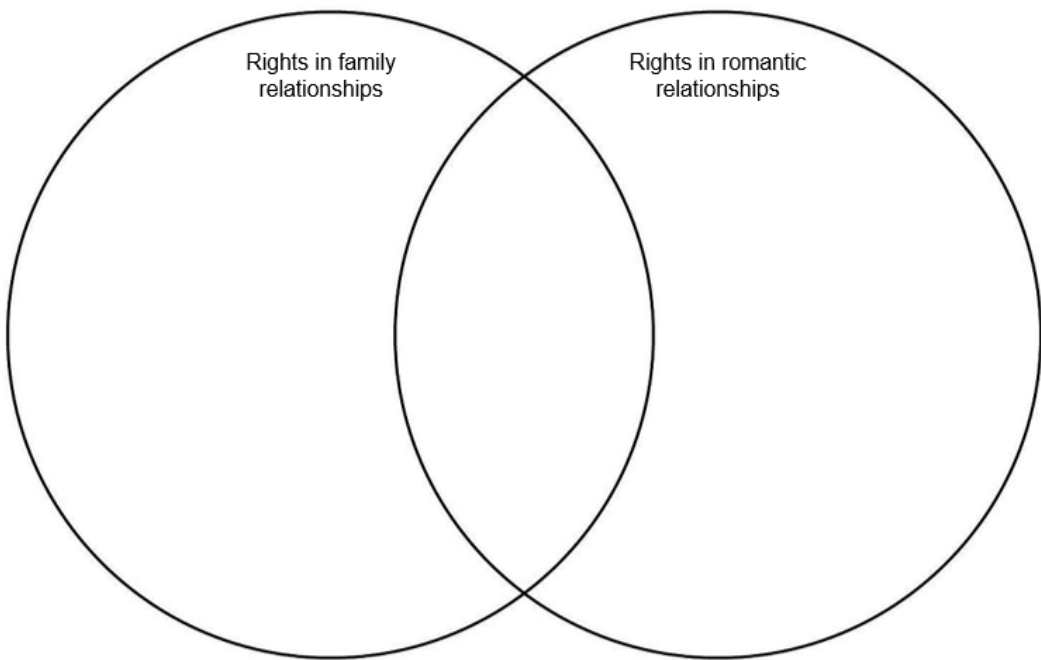
Task: Read through the scenario together and discuss the following questions:

1. What sort of abuse has the character experienced?
2. What signs might there be that something is wrong when they return to school?
3. Who might notice they need help?
4. Who might the character (or others who are concerned for them) speak to about getting help?

Scenario 1: Jayleigh loves her family but found lockdown really difficult as they became really strict about what she could and couldn't do. Over the summer, this continued and it felt like all they did was argue. Sometimes, these arguments got so bad that she and her parents were screaming at each other late into the night. During one argument, her father threw a vase at her and it smashed on the wall behind her head. She spends most time at home now locked in her room, she feels on edge all of the time and can't see any hope of things changing. She wonders whether it would be best if she moved out, but doesn't know where she would go.

Scenario 2: Amy's mum had a really difficult time during lockdown. She got a job in a supermarket doing night shifts, and then spent all day feeling really low and sleeping a lot. As a result, Amy's experience of family life felt really disrupted. Amy had to take on responsibility for all the household chores, including cooking for all her siblings, cleaning the house, and looking after her baby brother, even when he cried during the night. She barely got any sleep herself and missed most of her online lessons. She has returned to school exhausted, worried about her mum and totally behind on schoolwork. Her teachers are cross with her but she is afraid to tell anyone why it was so hard for her.

Task: Write down the rights young people have in family relationships and in personal/romantic relationships. Some might overlap.

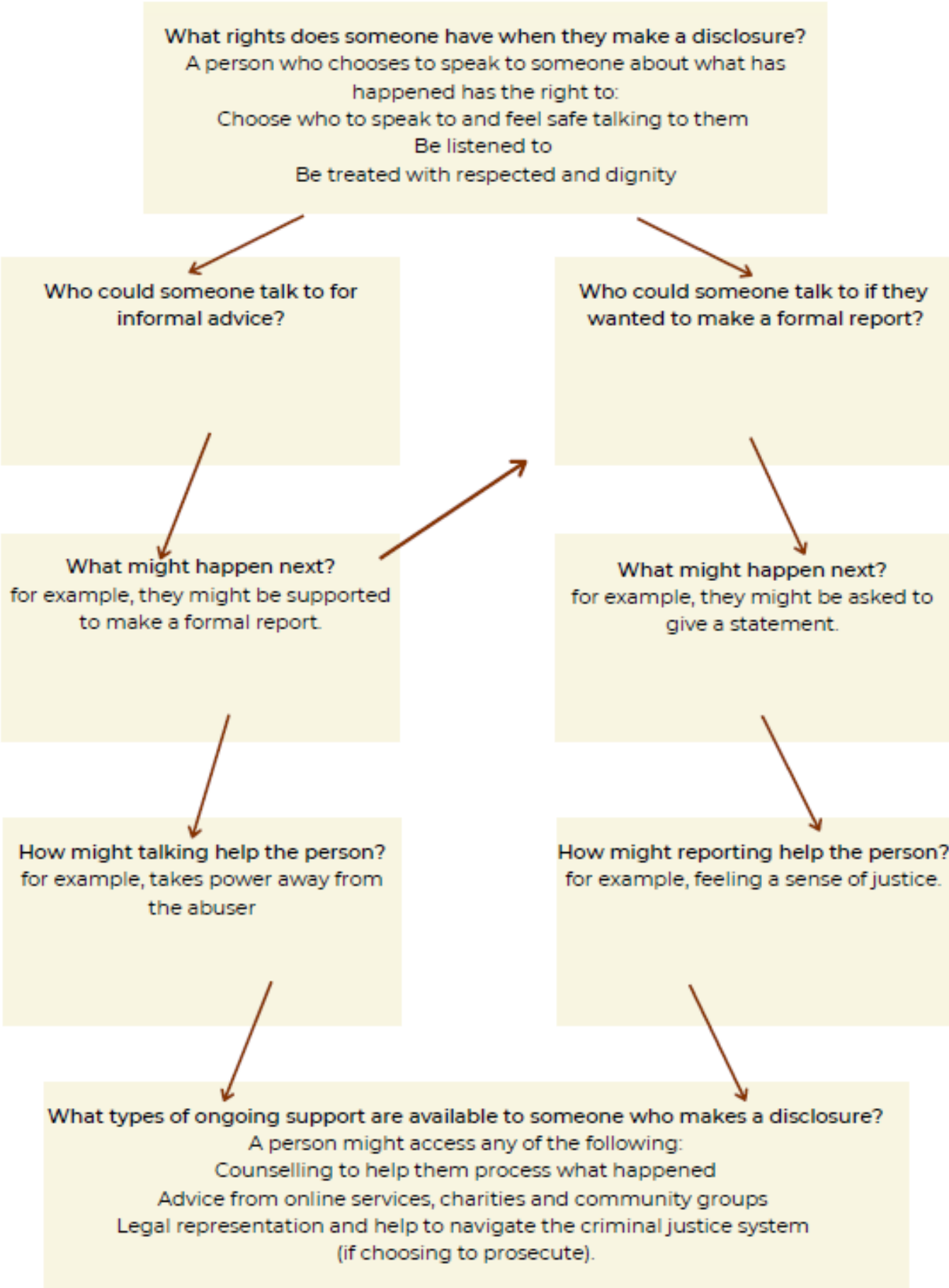


Task: Answer the following questions in your resource booklet.

1. What rights are being denied in each of the characters' situations?
2. What might indicate to the character that what is happening to them is abuse?
3. What might indicate to someone else that the character is experiencing abuse?

Task: Sometimes reporting abuse can feel difficult or scary. Create a list of any barriers someone might face in reporting abuse. Start by thinking about the barriers faced by the character in their scenario.

What happens when someone chooses to make a disclosure?



Low Stake Quiz

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Sliding Scale – Lesson 3

Sexual Relationships

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

Sliding Scales

I can describe the use of ground rules and boundaries within a relationship.



I can understand the importance of, and responsibility that comes with sexual relationships.



I can list the range of ways that people can show love and affection in relationships.



Key words: Personal boundaries, maturity, sexual relationships, consent, readiness.

Task 2: Read the profile cards. On each you will see a scenario which features a couple caught in a relationship dilemma. Write a set of ground rules to help this couple communicate better and enable them to improve their relationship.

Extension: What are the positive impacts of having these rules/boundaries put in place? What could be any potential problems (if any)?

Scenarios:

What ground rules should be put in place?

Ava and Edward: Both Ava and Edward work full time and have lived together for two years. Despite working longer hours, Ava does all the shopping and most of the household chores. After cooking dinner and doing the washing up, Ava is tired and all she wants to do is have a hot bath and go to bed early. Edward comes from a very traditional family. At home, his mum did all the cooking and cleaning and seemed proud to do it. Edward's dad calls housework 'women's work' and although he likes cooking, Edward never seems to do it as Ava gets angry when he makes a mess in the kitchen. Now they seem to argue every night. Edward wants Ava to be the fun girl he first met, rather than going to bed early every night. He fears she simply doesn't fancy him anymore. Ava feels resentful that Edward doesn't do more around the house – surely, he can see she does all the work? She is tired telling him how she feels but it always ends up in an argument - especially when he reminds her of how loving they used to be.

Sam and Alex: Sam and Alex have been together six months and it is the first serious relationship for both of them. Sam came out to his parents ages ago and they are both supportive of him and pleased that he has found someone he cares for. Alex says he's always known he was gay, but he's hidden it from his dad because he is afraid of rejection. He told Sam that his dad holds very old-fashioned views and has been heard making homophobic comments about TV shows featuring gay couples. Because of this he has told Sam not to make it too obvious that they're together in case someone finds out and tells his dad. At first Sam was okay with this but now things are getting serious he sees no reason why he should sneak about. He tells Alex that he is not happy living a lie and wants to tell everyone, regardless of what Alex's father thinks. He has told Alex that if he does not tell his dad about them soon then he will do so himself. He has already changed his relationship status on social media and has started posting pictures of them as a couple. Alex is mortified that Sam has gone ahead without his consent. He is not ashamed of Sam and wants them to be together, he just doesn't want his dad to know.

Siobhan and Thomas: Siobhan and Thomas have been dating for ages and are in a committed relationship. They love each other but have agreed not to have sex until after they are married in accordance with their religious beliefs. This decision was made together, although Thomas has secretly been feeling increasingly frustrated at not being able to demonstrate his emotions in a physical way. Thomas has suggested that once they are engaged, they will take things further, but Siobhan is furious and deeply upset with him for even talking about it. As she sees it, they both have the same faith and follow the same religious practises so he should understand why she is so adamant about being a virgin on her wedding day. Thomas doesn't understand why she is so upset. He agrees they should wait to have penetrative sex until after the wedding but says there are a lot of other things, they can do to become intimate, which will bring them closer. It's not as if he's trying to make her have sex.

Niles and Divya: Niles and Divya have been married for 10 years and have two children. They met at school and have been together ever since. Although they have always been a loving couple, since the birth of their second child Divya has gone off the idea of sex. She still loves her husband but just feels that sex is now not as important. Niles loves his wife and wishes they could have sex more often. He is taken to watching online porn on his tablet downstairs when Divya has gone to bed, but last night she came down unexpectedly and caught him. Divya is furious and has told Niles she is disgusted with him. How could he love her if he is secretly watching porn? It feels as if he has been unfaithful, and she is uncertain if she can ever forgive him. Niles is very upset he does not think he has done anything wrong. He would never be unfaithful to his wife, and it makes him angry that she could ever think he would be.

Task: Answer the following questions independently.

1. How do people in romantic relationships show their love or affection for each other?

2. Why do people have sex?

How do you know if you're ready to have sex?

Task: Write a list of all the questions you would suggest to a friend or younger sibling to assess readiness to have sex.

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Task: Based on the previous considerations, sort these cards into three categories:

1. Ready to have sex
2. Needs to think more about sex
3. Not ready to have sex

| | |
|---|--|
| <p>Jenny is 15 and has been with her boyfriend Greg, who is 16, for eight months. They trust each other and are faithful. Jenny loves Greg and thinks she wants to make their relationship sexual.</p> | <p>Carl is 17, he has been dating Belle (17) for a month although he would not call her his girlfriend. They have had some sexual contact but now Carl wants to go all the way. Belle thinks it is too soon.</p> |
| <p>Nina is 20, she comes from a religious family that do not believe in sex before marriage. Nina has never had any sexual contact with a boy before but has recently started wondering what it is like. She knows that if she is to have sex it may cause problems in her future and her family would be extremely upset.</p> | <p>Max is 15 and has recently told his friends that he is gay. He has in the past had sexual activity with girls but has never had sexual intercourse. Max has met Luke who is 16. Luke has had sex with three other males and wants to have sex with Max.</p> |
| <p>Taylor is 13. Her friends have all started talking about sexual activity and some say that they have done things with boys in their year. Taylor feels stupid and thinks that if she doesn't tell her friends she has done the same then they won't hang out with her. Taylor thinks she should start having sex to be like her friends.</p> | <p>Leigh is 14 and her boyfriend Dale is 17. Leigh and Dale have been going out with each other on and off for 2 months. Dale wants to have sex but Leigh thinks she is way too young. Dale says that he will tell all his friends that she has sex with him even if she doesn't then he will end their relationship.</p> |
| <p>Richie has been dating Louise for three weeks. Richie has done sexual activities with other girls in the past but has never had intercourse. Louise has had sex with five other males and says she has never used a condom. She wants to have sex with Richie without using a condom too.</p> | <p>Sasha and Lewis are both 15. They have been in a relationship for three months and would like to make their relationship sexual. Both of them want to practice safe sex but are too embarrassed to get contraception. They are thinking of having unsafe sex anyway.</p> |
| <p>Liam is 15, he has recently started talking to a girl on the internet that he has never met who is the same age as him. He has told her he has had several past sexual partners but this is a lie. The girl wants to meet up to have sex.</p> | <p>Sophie and Andy, both 15, have been together for six weeks. Last week they went to a party and both got really drunk. The next morning Sophie woke up in bed with Andy, who says that they had sex. Sophie does not remember having sex and was a virgin before this night. She doesn't feel ready for a sexual relationship but Andy says that now she has done it once she can't change her mind.</p> |

Low Stake Quiz

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Sliding Scale – Lesson 1

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

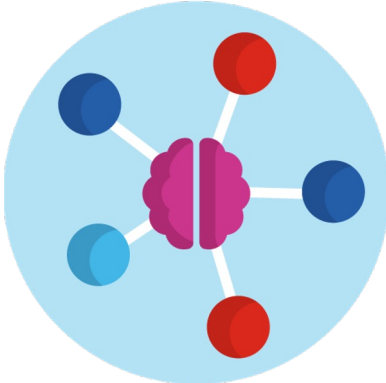


Key Words:

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

1.

2.

3.

4.

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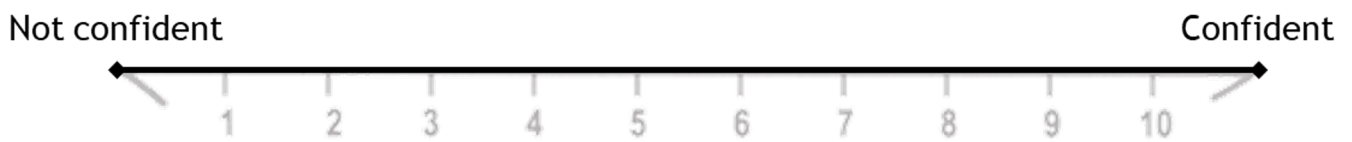
Sliding Scale – Lesson 2

Breast Cancer

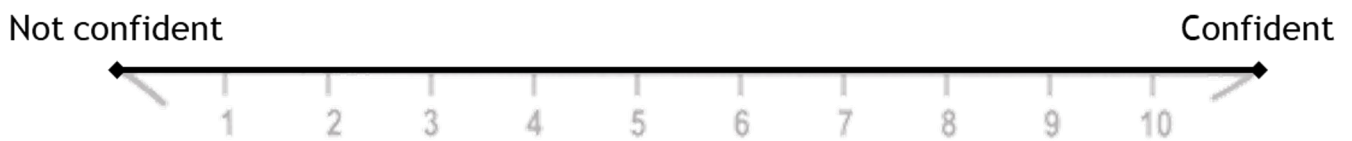
Task: Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

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.



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 |
| Prostheses | 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: 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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 3

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.

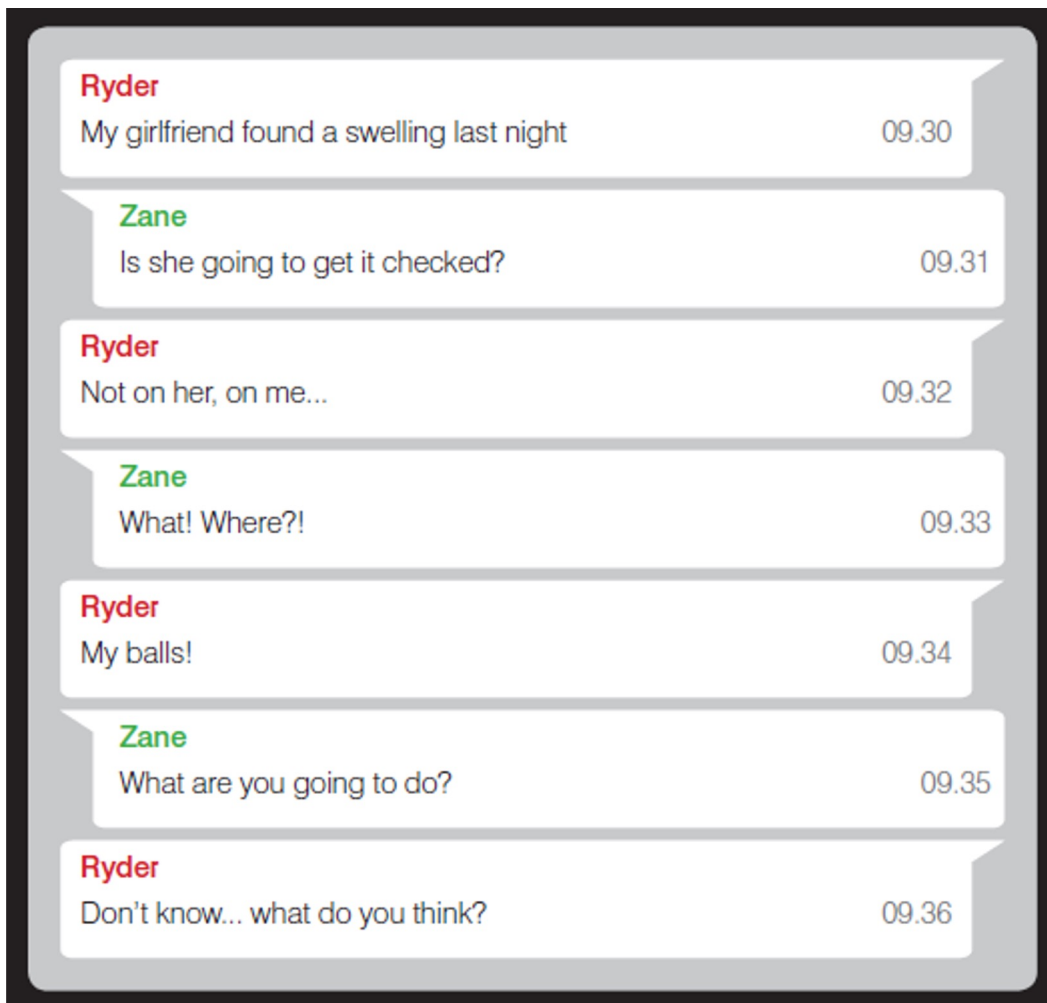


I am able to explain how to perform a testicular examination and what to do if a problem is suspected.



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?