

Name

Class

Tutor
Group

Year 11 – Personal Development

Relationships and Health: Self-examination and health



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Fertility	A person or couple's ability to conceive a child.
Miscarriage	The spontaneous loss of a pregnancy before the foetus is mature enough to survive outside the uterus.
Abortion	When a pregnancy is ended either by taking medication or having a surgical procedure
Adoption	When someone is legally parented by someone else other than their birth parents
Cancer	An illness caused by cell mutation

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EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in green pen.
- Respond to any feedback your teacher gives you in green pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:



1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Sex
8. Religion or belief
9. Marriage and civil partnership



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Learning Objectives

- To explain ways to promote sexual health and prevent unplanned pregnancy, how fertility changes over time, and the different routes to becoming a parent



Silent and Solo

Do Now:

1. Define the term **emotional wellbeing**

2. Three examples of self-care

3. What is a CV?

4. Three things you must include on a CV

5. Two things you should not include on your CV

Task 1: Complete the questions below using your own knowledge@

What types of contraception are available?

.....

.....

.....

.....

.....



How can someone maintain their sexual health?



.....

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.....

.....

What are the different routes to starting a family?

.....

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.....

.....

.....



Task 2: Explain which method of **contraception** would be best for each of the following scenarios.

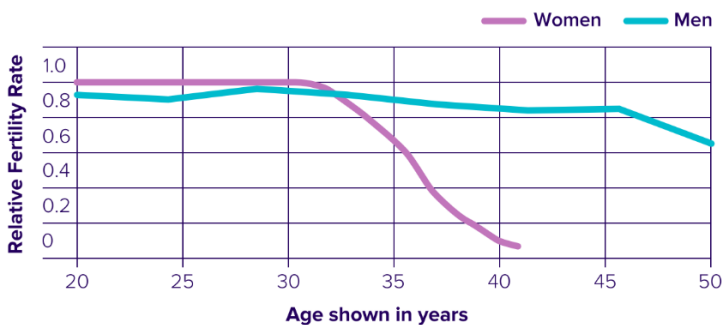
Scenario	What contraception would be best and why?
<p>Jasmin and David have just started going out and are planning to have sex. Neither has had sex before. Jasmin is very bad at remembering to take any medication.</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>Sonia used to be in a long-term relationship with a man who was unfaithful to her but is now going out with Daisy.</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>Nico is single and regularly goes out clubbing where he gets drunk and has sex with people he just met that night.</p>	<p>.....</p> <p>.....</p> <p>.....</p>
<p>Rosie and Cris are in their late 30s and faithful to each other. Rosie cannot take the pill, or have a coil fitted for medical reason. Neither of them like using condoms and they definitely do not want any more children.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



Starting a family

- 1 Not all babies are **conceived** in the same way. This entirely depends on who is wanting to
- 2 start a family. Same sex couples might need seek a **sperm donor** or choose to pursue
- 3 **surrogacy**, some people might choose to have a child on their own or other families
- 4 sometimes decide to foster or adopt. There are a range of diverse families in the UK and
- 5 different ways people might choose to start a family depending on their circumstances.
- 6 In some cases, a partner might find out there are **infertile**.

GRAPHIC 3: MONTHLY FERTILITY RATE BY AGE






Fertility: A person or couple's ability to conceive a child.

Fertility in men and women

- 7 Girls are born with a fixed number of immature eggs in their ovaries. The number of eggs
- 8 decreases as women get older. At birth, most girls have about 2 million eggs, at
- 9 adolescence that number has gone down to about 400,000, at age 37 there remain
- 10 about 25,000. By age 51 when women have their **menopause** they have about 1000
- 11 immature eggs but these are not fertile. On average there is a decline in female fertility
- 12 starting in the mid-thirties, with lower fertility especially after the age of 35. Men are not
- 13 born with their sperm. Men produce sperm daily. Men's fertility also starts to decline
- 14 around age 40 to 45 years. The decrease in fertility is caused by the decrease in the
- 15 number and quality of the sperm they produce.

Task 3: How might each of the factors below affect fertility?

Factor		How might this affect a healthy pregnancy?
	Age	
	STI	
	Smoking	
	Alcohol	
	Other drugs or medication	
	Weight	
	Environmental Factors	
	Stress	

Task 4: Read the scenarios on pp12. Use the information below to note down what route each character/couple might take (There might be multiple options for each scenario)

1. **Decide not to have a child**

2. **Natural conception**

3. **Artificial insemination** — inserting sperm into the uterus via a thin plastic tube passed through the cervix.

4. **In vitro fertilisation (IVF)** — fertility medication is taken to encourage the ovaries to produce more eggs. Eggs are removed from the ovaries and fertilised with sperm. A fertilised egg (embryo) is then returned to the uterus to grow and develop.

5. **Co-parenting** — when two or more people decide to conceive and parent children together. A co-parent will not have sole custody of the child, and there are many details to be worked out, such as what role each parent will take, split financial costs, and how each parent will help raise the child.

6. **Adoption** — the legal process by which a child becomes a full, permanent and legal member of their new family.

7. **Fostering** — providing a child with a home while they are unable to live with their own family. Many children in foster care will return home or go to live with family members.

8. **Surrogacy** — when a woman carries a pregnancy for someone else. In some cases, the eggs of the mother or a donor are used, while in other cases the surrogate's egg is fertilised with the sperm of the father. The baby does not legally become the couple's until a parental order has been issued after the child's birth. Until this the surrogate has the right to keep the baby.

9. **Egg freezing** — Collecting a female's eggs, freezing them and using them later



*Whilst many of these routes can be successful, they may come with additional challenges. For example, they can be emotionally/ physically demanding, and costly. They are not always guaranteed to produce children.

Routes to parenthood

Scenario	What route might they take and why?
<p>Rachel and Steven: Rachel and Steven have been together for many years. They spent their 30s focusing on their careers, spending time with friends and family and travelling. Now both 40 years old, they feel ready to start a family. However, they have been trying to conceive for over a year and have not fallen pregnant</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Scenario	What route might they take and why?
<p>Oliver and Zane: Oliver and Zane spend a lot of time with their nieces and nephews and friends' children; they love kids of all ages and agree now is the time to start a family of their own. They just aren't sure where to begin.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Routes to parenthood

Scenario	What route might they take and why?
<p>Graham: Graham has always wanted children of his own and is keen to start a family. He thought he would have a partner by now, but he has not found someone he would like to have a family with. He has decided to raise a child alone instead.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Scenario	What route might they take and why?
<p>Asha and Chidi: 27 year old Asha and 25 year old Chidi want a large family and recently bought a family-sized home together. Although their families keep asking when they are going to get pregnant, they are not sure whether they should wait a few years before they start, as they are both doing really well in their jobs.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Routes to parenthood

Scenario	What route might they take and why?
<p>Lian: Most of Lian’s friends have children and she feels like she might be missing out. She knows she won’t be fertile forever so thinks she should act now. However, she is not in a relationship and isn’t sure children are really for her.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Scenario	What route might they take and why?
<p>Mariam and Zara: Mariam and Zara would like to have children. Zara has always wanted to carry a child herself and Mariam is very supportive of this, but they are not sure if that’s a possibility or what their other options might be.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Routes to parenthood support

- 1 For some couples or individuals, the route to parent hood can be stressful and filled with
- 2 challenges. There is a lot of support for potential parents and people to talk to, for
- 3 example:
- 4 • Family
- 5 • Friends
- 6 • Support groups
- 7 • Online resources (e.g. NHS website)
- 8 • GP
- 9 • Fertility clinics
- 10 • Local council (e.g. regarding fostering)
- 11 • Adoption services



Reflection: Return to your questions on p6.

- Is there anything you would like to change?
- Is there anything you would like to add?

Subtopic 2 – Pregnancy Outcomes: Miscarriage and abortion

Learning Objectives

- To explain ways to promote sexual health and prevent unplanned pregnancy, how fertility changes over time, and the different routes to becoming a parent



Silent and Solo

Do Now:

1. Define the term fertility

2. If someone cannot conceive naturally, suggest three options they might choose

3. What might impact on fertility?

4. A civil partnership is only for same sex couples. True or false?

5. What is the legal age of marriage in England and the UK

Task 1: Complete the questions below:

How might Amelia be feeling?	How might Owain be feeling?

Amelia and Owain are both 16 years old. Amelia missed her last period, so asked Owain to buy a pregnancy test and bring it round when her parents were out. She has just taken the pregnancy test and the result is positive.



What options do they have?	What might their next steps be?



Unplanned pregnancy

In the case of an unplanned pregnancy, there are three possible options:

- **Become a parent** – continue the pregnancy and raise the child, either as a single parent or a couple.
- Have an **abortion** (also known as a ‘termination’) - the pregnancy is ended either by taking medication or having a surgical procedure.
- Relinquish the child for **adoption** – once an adoption order is made, the adopters become the child’s legal parents and the birth parents no longer have any legal rights in relation to the child.



Task 2: What factors that might influence the decisions someone makes about an unplanned pregnancy.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Task 3: Read the scenarios and answer the questions which follow.

Scenario 1

Zarah is 18 years old. She has been working really hard to get good A-level results and has a place at a great university in another city for next year. She has been with her boyfriend since Year 11 and they have a strong relationship, although he now works full-time so they don't see each other as regularly.

What might the character's initial reaction to the pregnancy be?

2. What might influence the character's decision going forward?

3. Which influence might the character prioritise above all others?

Scenario 2

Louie's girlfriend wants to keep the baby, but he doesn't feel ready to be a father and isn't sure how he will afford to financially support a family either. He knows his parents are going to be really angry – his dad even gave him a lecture about safe sex when he first started dating! He's going to be so disappointed.

What might the character's initial reaction to the pregnancy be?

2. What might influence the character's decision going forward?

3. Which influence might the character prioritise above all others?

Scenario 3

Klaudia is 15 years old and doesn't know who to contact about her options – she's never even had to make her own GP appointment before! Her family are very religious and she wasn't supposed to have sex before marriage. She thinks they will ask her to leave home if she tells them that she's pregnant.

What might the character's initial reaction to the pregnancy be?

2. What might influence the character's decision going forward?

3. Which influence might the character prioritise above all others?



Task 4: Write down a three-point action plan of next steps for one character. This could include:

- who the character might speak to
- who they might turn to for emotional support
- what conversations they might need to have, or where they might go for further help and advice.



Miscarriage, advice and support

1 Should someone decide to continue with a pregnancy, in some cases a **miscarriage**
2 can occur. Miscarriage is the spontaneous loss of a pregnancy before the foetus is
3 mature enough to survive outside the uterus. Miscarriage is estimated to affect
4 between 1 in 5 and 1 in 8 pregnancies, the majority of which occur in the first
5 trimester (0-12 weeks). Miscarriage is not the fault of the woman (or trans man) who
6 has miscarried - there are many reasons why a miscarriage may happen, such as a
7 chromosomal abnormality, although the cause is often not identified. People who
8 have experienced a miscarriage may go through a variety of emotions, including grief,
9 loss, and bereavement. It can have a profound emotional effect not only on the
10 person who had the miscarriage but also on their partner and other family members.
11 Miscarriage does not mean that pregnancy is not possible on another occasion and
12 many people go on to have healthy pregnancies at another point in their lives.

Reflection: Write a paragraph of advice to Amelia and Owain explaining what they could do next and where they could go to access further help and support.

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Subtopic 3 – Self- examination and screening

Learning Objectives

- Know what cancer is and the signs to look out for
- Explain why it is important to report any concerns about health as soon as possible



Silent and Solo

Do Now:

1. What might influence someone when deciding whether to have a baby?

--	--	--

2. Who can someone speak to about an unplanned pregnancy

--

3. Three options for someone who has an unplanned pregnancy

--	--	--

4. What act protects people against discrimination?

--

5. Name 3 protected characteristics

--	--	--



Looking after our health

1 Eating a balanced diet and good sleep routines are important
2 for staying healthy. However, staying healthy, also means
3 monitoring our own bodies and how we are feeling, noticing
4 any changes that might suggest we need to get checked by a
5 healthcare professional such as a nurse or GP (GP stands for
6 General Practitioner which means a doctor). Lots of young
7 people see their doctor because they're worried about
8 something, are feeling unwell or need treatment. You can visit
9 your doctor **at any age**, about **any issue** to do with your physical
10 or mental health. There is no reason why you can't ask to see
11 the doctor by yourself. They might want to find out why and
12 might encourage you to tell your parent or carer. But they
13 should try to understand how you feel if you don't want to.
14 Often people might worry about illnesses and diseases like cancer. There are a
15 number of myths that exist about cancer that mean sometimes people leave health
16 issues unchecked. However, when cancer is treated quickly it means it is easier to
17 tackle and often has a positive outcome.



Watch me: What is cancer?

Task 1: What is cancer?

Task 2: Read the statements and state whether you think they are true or false		
Statement	True	False
1. Males can get breast cancer		
2. The UV rays in sunbeds are up to 10 times stronger than the UV rays from the sun		
3. Cancer makes a person's hair fall out		
4. There are 500 different types of cancer		
5. Eating healthy food can reduce the risk of getting cancer		
6. In the UK, 7 teenagers and young adults are diagnosed with cancer everyday		
7. More than 1 in 3 people in the UK will get cancer in their lifetime		
8. Suncream can expire if it not used within a certain length of time therefore reducing its effectiveness		
9. Cancer is infectious		
10. It is not possible to get cancer in hair, tooth or nail enamel		
11. Cancer is an illness caused by cell mutation		
12. Only 50% of young people survive their cancer		
13. Cigarettes contain chemicals found in rat poison, which can lead to cancer		
14. All cancers are more common in older people		

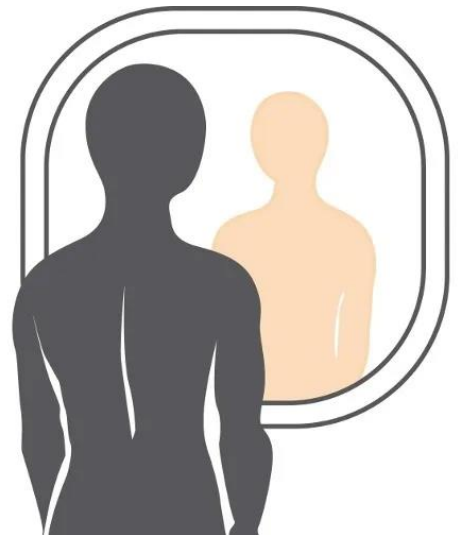


Teenage cancer

1 Teenage cancer is rare (less than 1% of all cancers diagnosed in the UK). Early
2 diagnosis is important because it helps doctors to find the problem and deal with it
3 early. Lifestyle choices can increase the risk of cancer, getting cancer as a young
4 person is highly unlikely to be linked to lifestyle choices. Many young people make
5 very good lifestyle choices (eg. the number of 15 year olds identifying as regular
6 smokers is now as low as 5%). Less young people also drink alcohol as there is a
7 greater awareness about the importance of good physical health.



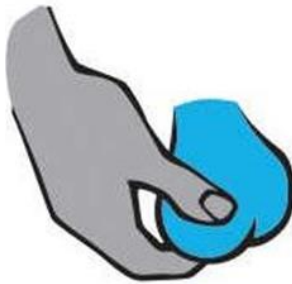
8 Self-examination

9 There are a variety of techniques and tests
10 needed to properly diagnose cancer, but there
11 are things we can do to spot the signs
12 ourselves. When carrying out self-examination
13 we may be looking or feeling for changes such
14 as lumps, swelling, changes in moles,
15 unexplained pain or changes in toilet habits.
16 Everyone should be familiar with their own
17 'normal' as early detection of signs and
18 symptoms can save lives.



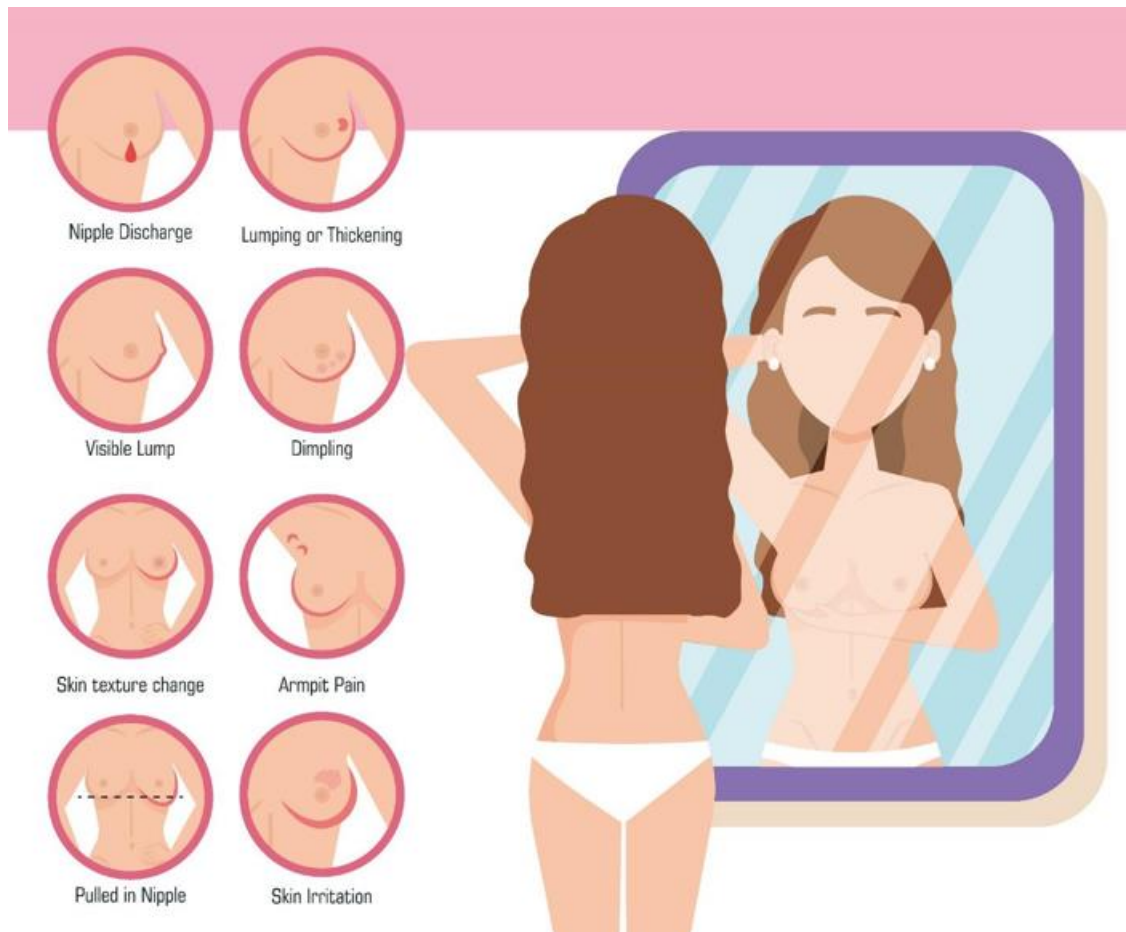
Self-examination: is a way to help us to become familiar of what is 'normal' for our own
bodies.

Male self examination

- 1** Check one testicle at a time 
- 2** Hold the testicle between your thumbs and fingers of both hands and roll it gently between your fingers. 
- 3** If you notice any of these symptoms...
 - hard lumps
 - smooth or rounded bumps
 - changes in size, shape, or consistency...see a urologist right away. 

Every boy/ man should perform testicular self-examination on a regular basis at least once a month

Female self examination



Every woman should perform a breast self-examination on a regular basis, and, although much rarer, men do have a small amount of breast tissue and, just like women, it is possible for this tissue to undergo cancerous changes.



Watch me: L.U.M.P.S

Task 3: The common signs of cancer can be remembered using the acronym LUMPS. Explain what each of these letters stand for below

L	
U	
M	
P	
S	



Turn and Talk: How can we ensure young people have the confidence to report any worries about their health?

Stop and jot:

Task 4: After learning about cancer and self-examination, highlight the signs that something might be wrong with Amun.

Amun

Amun is 15 and a practical joker at school, always messing about and being the centre of attention. It's what he is known for. However, recently he's started to feel really tired all the time and is struggling to pay attention in lessons. He's also a little anxious because he's feeling physical discomfort in one of his testicles, which is annoyingly not going away. He's also noticed that one of them has changed in shape and size to the other one. He's said nothing to anyone about it. Who would he mention it to anyway? HOW EMBARRASSING!!!! His extreme tiredness and lack of energy is getting worse. Teachers are used to Amun being a bit silly, so they don't always take it seriously when he puts his head on the desk. Eventually they realise that something is wrong and his Head of Year phones home.

Reflection: What might you say to Amun to encourage him to see a doctor?

Learning Objectives

- Explain choices and individual liberties available with donation
- Analyse some of the considerations involved in an individual's choice to donate
- Evaluate the law around organ donation in England



Silent and Solo

Do Now:

1. Name 3 different types of donation

--	--	--

2. How old do you need to be to donate blood?

--

3. The **closest matches** between donor and recipient are found between people from what?

--	--	--

4. Anyone under the age of 16 can only work between what hours?

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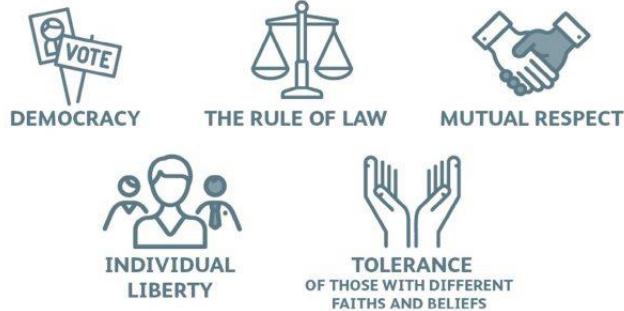
5. Where can someone aged 16 **not** work?

--



Individual liberties

- 1 Individual liberty is the right of British citizens to make choices regarding the elements
- 2 of their life that are outside of government control. This refers to freedom of speech
- 3 and the right to make choices about our education, food, beliefs, opinions, work,
- 4 family, etc. It also includes the freedom to vote for whoever we like, the right to move
- 5 around the world freely, the right to feel safe and to spend time with whoever we
- 6 choose. Of course, we aren't free to do things that are against the law, this is part of
- 7 keeping everyone safe.



Task 1: What individual liberties have we looked throughout this topic?

Rule of Law



Choices available in England when it comes to donation

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



Turn and Talk: Why might someone choose not to donate organs?

Stop and jot:

Task 1: Look at the four case studies below and decide:

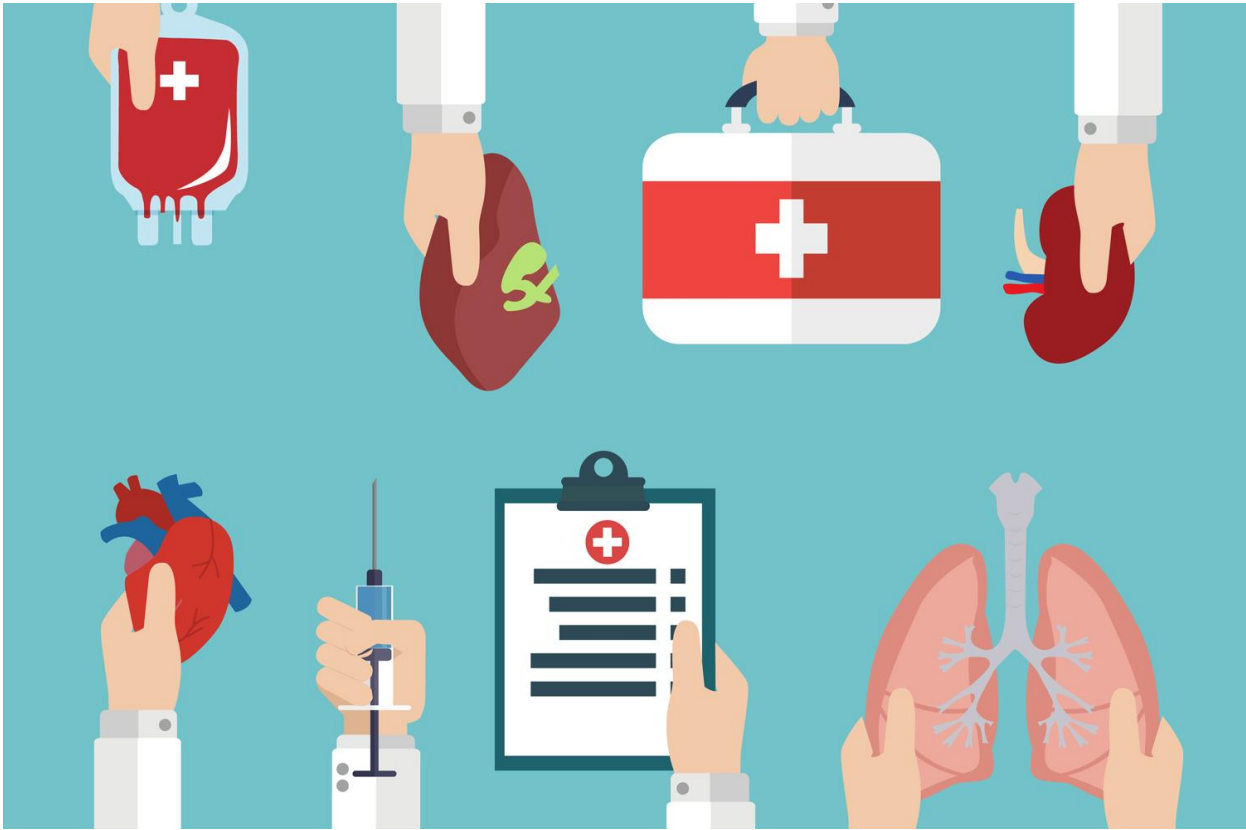
1. What choice have they made? (opt in/opt out/neither)
2. What has informed their choice?

Scenario	Choice	What has informed their choice?
“I’m really scared of needles, so giving blood isn’t something I feel I’m able to do	Opt in <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
	Opt out <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
“My faith says that we should give what we can to help others, so I signed up to the stem cell register.”	Opt in <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
	Opt out <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
“I watched my friend with sickle-cell needing regular blood transfusions. They changed her life. I wanted to help out so I started giving blood.”	Opt in <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
	Opt out <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
“I feel uncomfortable with the idea of my organs being used after I die. I recorded my decision to opt out on the NHS Organ Donation Register.”	Opt in <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>
	Opt out <input type="checkbox"/>	<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>



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

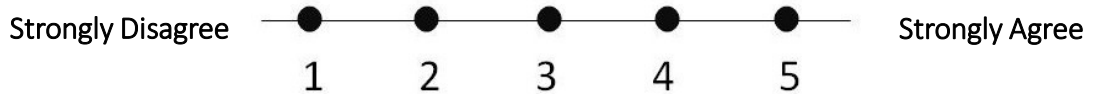
Stop and jot:



Task 2: Read through each opinion and suggest reasons for and against, then record your own views on the opinion line.

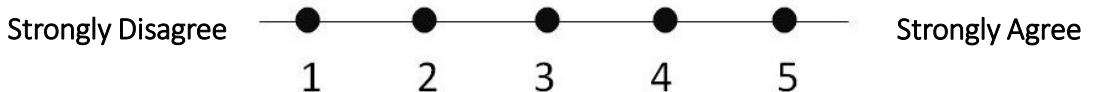
Opinion	Reasons for	Reasons against
1. Everyone should donate blood once they turn 16 if they are medically able to do so.		

Your view:



Opinion	Reasons for	Reasons against
2. If someone is willing to receive a donated organ, then they should be willing to donate their organs when they die.		

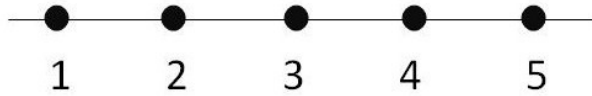
Your view:



Opinion	Reasons for	Reasons against
3. More should be done to raise awareness about donation.		

Your view:

Strongly Disagree

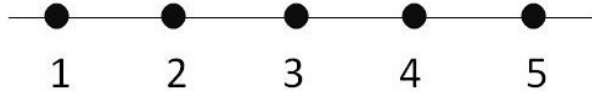


Strongly Agree

Opinion	Reasons for	Reasons against
4. Families should have the ultimate choice over the organ donation of someone who has died.		

Your view:

Strongly Disagree



Strongly Agree

Opinion	Reasons for	Reasons against
5. Donation is the best way to help others in society.		
<p>Your view:</p> <p>Strongly Disagree ● ● ● ● ● Strongly Agree</p> <p> 1 2 3 4 5</p>		



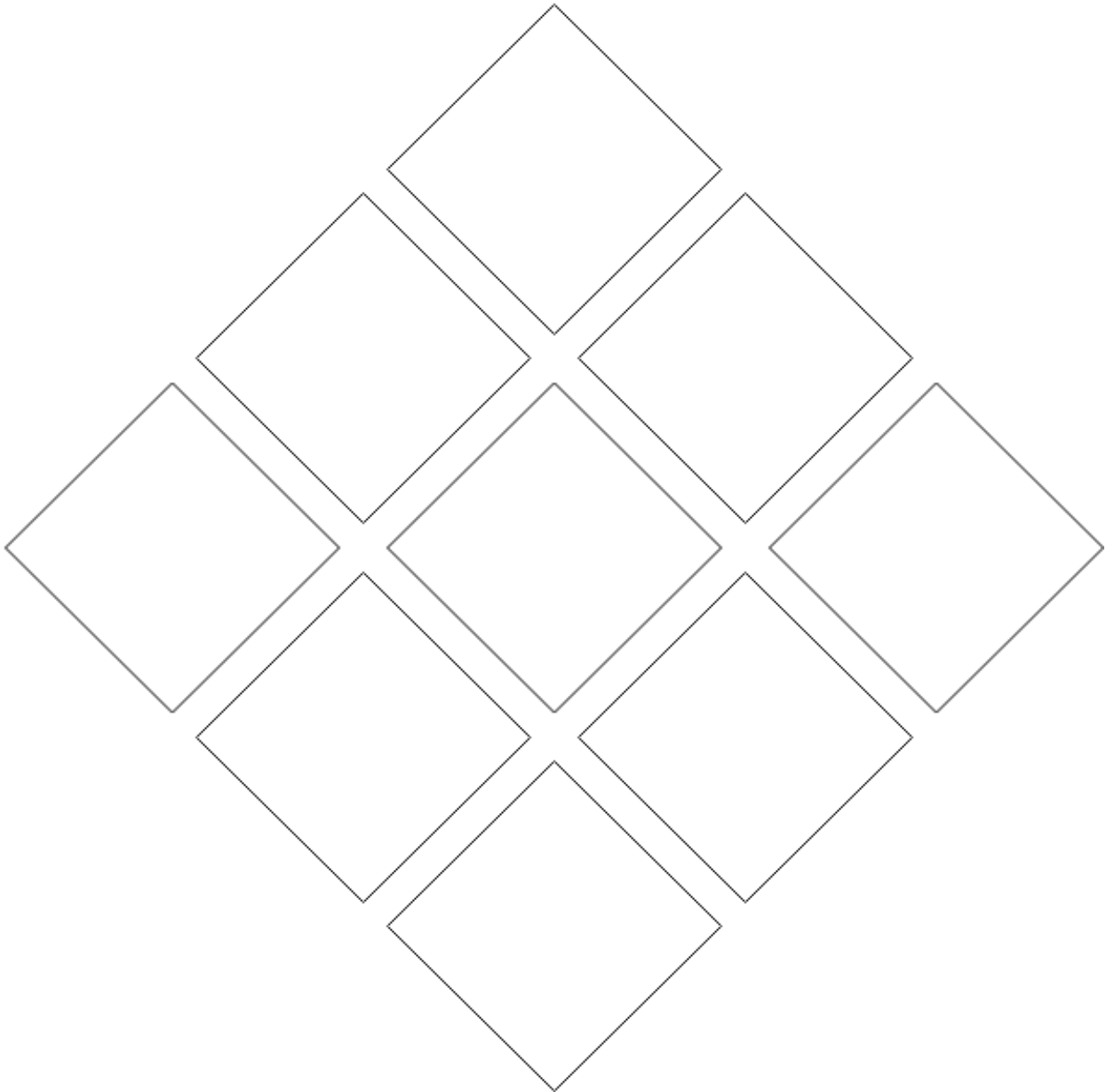
Max and Keira’s Law









- 1 The law around organ donation in England is named after a donor, Keira, who died in a
- 2 car accident. Her donated organs saved the lives of four people, including Max who
- 3 received her heart. Max and Keira’s law means all adults will be considered
- 4 to have agreed to be an organ donor when they die, unless they have recorded a
- 5 decision not to donate or are in an excluded group.



Task 3: What are the strongest reasons for donation and the change in law?

Place the statements on p46 and write them in the diamond 9 shape. At the top should be the one you see as the strongest reasons for donation and the change in law, working towards their 9th strongest reason at the bottom of the diamond. There is a blank for you to add you own reason



<p>1. Changing the law will encourage more people to think about donation and spark conversations with families and friends about being a donor.</p> 	<p>2. Families will still be consulted about organ and tissue donation and an individual's faith, beliefs and culture will always be respected.</p> 
<p>3. Statistically, someone is more likely to need an organ than be an organ donor.</p> 	<p>4. 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 lives.</p> 
<p>5. All major religions in the UK support the principles of organ and tissue donation.</p> 	<p>6. Despite thousands of life-saving operations that take place every year, around 5000 people in England are on the transplant waiting list.</p> 
<p>7. An organ or tissue is the greatest gift that anyone can give.</p> 	<p>8. One organ donor can improve the lives of up to 9 people and many more by donating tissue.</p> 
<p>9.</p> <hr/>	

Reflection: What might have been the main considerations discussed by the government when deciding to change the law around organ donation in England? **Does this impact on individual liberties?**

ASSESSMENT

5 examples of different contraception

1.

2.

3.

4.

5.

Define the word fertility

6.

Does women's fertility increase or decline after the age of 35?

7.

Does men's fertility last longer or shorter than females?

8.

What factors might affect someone's fertility?

9.

10.

11.

12.

13.

Aside from natural conception, how else might someone become a parent?

14.

15.

16.

17.

18.

Same sex couples are unable to become parents. True or false?

19.

Who might someone speak to about different routes into parenthood?

20.

21.

22.

What is emergency contraception?

23.

Where is emergency contraception available from?

24.

Define the term abortion

25.

What might influence someone's decision to keep a pregnancy?

26.

27.

28.

29.

What is a miscarriage?

30.

During which trimester does an abortion usually occur? (First/Second/Third)

31.

Is it possible to get pregnant again after a miscarriage?

32.

Five ways to stay physically healthy

33.

34.

35.

36.

37.

Can men get breast cancer?

38.

Is cancer infectious?

39.

What can increase your risk of developing cancer?

40.

41.

42.

When carrying out a self-examination, what should you check for?

43.

44.

45.

46.

Who might someone speak to if they have concerns about their physical health?

47.

48.

49.

50.

Total		%	
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Where can you find support?

Remember, if you are concerned or have questions, there is always someone you can speak to.

At Longsands Academy, we are a Telling School. If you are experiencing any issues or problems either in or out of school, you can speak to your tutor, head of year or other trusted member of staff or email: tellus@astrea-Longsands.org or itstopsnow@astrea-longsands.org

- For accurate, reliable health information, visit www.nhs.uk
- For support around mental health, visit Young Minds at www.youngminds.org.uk For help, text SHOUT to 85258 or call
- For advice on drugs, their effects and the law, visit talktofrank.com
- For advice on a range of issues from bullying, mental health, relationships and more contact Childline www.childline.org.uk 0800 1111
- If you are worried about online abuse or the way someone is communicating, you can contact CEOP: <https://www.ceop.police.uk/Safety-Centre/>
- If you want to report a crime anonymously you can contact Crimestoppers on 0800 555 111
- You can also report concerns directly to the police by calling 101 or 999 in the case of an emergency



childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk | 0800 1111



CrimeStoppers.
0800 555 111
100% anonymous. Always.

