

These lessons are intended for use in Key Stage 3/S1-2. Teaching the students how to talk about and cope with difficult situations can sometimes make some students feel uncomfortable or upset; therefore, it is important to create a safe environment in which they feel relaxed and that they can be open.

Teachers should think carefully about the timing of this lesson and the emotional state of students but remember that this information could empower young people who are facing cancer in their lives.

If a young person in school is being treated for cancer, please visit:

teenagecancertrust.org/learninghub to find additional support for your school and students.

The following suggestions may help to create a safe environment. You may choose to use all or some of them dependent upon the class in question:

- Use the Teenage Cancer Trust Safe Environment Contract to set out some ground rules for the class.

The contract suggests:

- That all discussions of a personal nature be kept within the room.
 - That they must be sensitive to how the issues raised affect others in the room.
 - That if a discussion does become personal, the teacher may curtail it, but that they will be available for the student to discuss the issue with at an arranged time.
 - That any concerns of a personal nature be directed to the school nurse or pastoral leader.
- You may choose to request that no personal information be shared during the lesson to avoid upset or over-sharing. It is likely that students will divulge despite this, but they should understand when you shut conversations down.
- During role play, students will not be asked to play themselves or anyone they know. Students watching role play will feed back on the characters constructed, the positive elements of what they saw and how those characters could better approach the situation to get a positive outcome. When role play is finished, students should be encouraged to de-role. This could be achieved by 'shaking it off' by shaking limbs or playing a piece of music to signify leaving the exercise behind or identifying two key differences between themselves and their character.
- Students may have lots of questions, some of which they might feel that they do not want to share with the class. You may wish to have an anonymous question box to offer students the opportunity to ask these questions that you can then answer for them anonymously. Specific questions could also be directed to this box and then passed on to the School Nurse or subject lead.
- When raising difficult issues, it is always a good idea to make students aware of how they can seek help from guidance and support staff within the school or external support services who can talk through anything that is upsetting them.

WHAT IS CANCER?

LESSON PLAN 1

SYNOPSIS

This lesson is a PSHE lesson, with elements of Science and speaking and listening and is aimed at Key stage 3/S1-2 students. Students will consider what they understand by the word 'cancer' and where these views have come from. They will then explore the truth behind a variety of cancer myths and learn about what cancer actually is, explaining this in their own words to cement their understanding. This is important learning because cancer is an issue that affects most people in some way and knowledge will help them to protect themselves both physically and mentally for the future.

LEARNING OUTCOME STATEMENTS

By the end of this lesson students will be able to:

- Confidently discuss sensitive topics.
- Describe what cancer is and understand that it can happen to anyone
- Explain how cancer occurs using some correct terminology.
- Distinguish between facts and myths relating to cancer.

CLIMATE FOR LEARNING

Students may have personal/family experience of cancer and this lesson will support their wellbeing. This is a sensitive topic, so they need to be aware that some of the class may have strong emotional responses and that as a class they need to support each other. Students may benefit from being told some time in advance that they will be learning about cancer. This will give all students the opportunity to prepare for this learning and seek support from members of school staff if they wish to (see Parent Letter template for reference).

Ground rules, or a working agreement will be crucial for this lesson. If these have already been agreed for PSHE lessons, then remind the class about them. If not, then you may wish to use the Safe Environment contract. See additional teacher's notes in the Teacher's Guidance for Creating a Safe Environment document.

CONTEXT, BASELINE ASSESSMENT AND RECONNECTING ACTIVITY

Some students will have learned about cancer at primary level through PSHE (PSHE Association Programme of Study Health and Wellbeing theme H1, H17 and H23) or Science. The core section of the lesson allows the teacher to assess this knowledge through peer discussion and questioning; this lesson continues to build upon any prior learning. Students will be asked for prior knowledge of cancer during the main session.

RESOURCES

- Teacher's guidance for Creating a Safe Environment Guidance
- Parent Letter template
- Teenage Cancer Trust Safe Environment Contract
- What is Cancer 1: True/False Teacher Answer Sheet and Notes
- What is Cancer 1: True/False Student Worksheet

INTRODUCTION (10 MINS)

Explain to the students that during this lesson they are going to think about what cancer is and consider how much of what they know is myth and what is fact. Revisit the group's agreed ground rules/working agreement for PSHE lessons. If no ground rules have previously been established, discuss what students think these should be. Ask whether they are happy to agree to those suggested in the Teenage Cancer Trust safe environment contract, or whether they wish to add anything else. You could hand out the contracts to the students to sign and explain that as this is a sensitive topic, they need to be aware that some of the class may have strong emotional responses and that as a class they need to support each other.

Write the word 'cancer' on the board and ask students to work alone or in pairs to think about how people may feel when they hear the word 'cancer.' Some thoughts might be scared, death, silence, funerals, research, grandparents. Give the students 5 minutes to discuss the words and then display, using post-it notes or just write the words on the board. Ask the students if they see any patterns in the sorts of words that have been suggested. These are likely to be depressing. Explain to the students that often the words/feelings that society associates with cancer are very negative, but that sometimes this is based on myths that are believed to be facts. The objective of the next part of the lesson will be to allow discussion of some of these myths to demonstrate that many are untrue, but that the large number of myths readily encourages fear if all are taken at face value.

MAIN (40 MINS)

Next, ask the students to think about what they actually know about cancer. Give the students 'What is Cancer 1: True/False Student Worksheet' and ask students to put True, False or a question mark in the appropriate column (the last column is for marking). There are also some blank statement spaces to allow for up to 3 additional statements as a challenge activity. Students should be able to justify why each statement is true or false. This activity should take about 10 minutes. Discuss each statement as students' self-mark and ask them to justify the status. Also ask them to feedback any that they are surprised by/do not believe. This activity should take about 10 minutes.

WHAT IS CANCER?

LESSON PLAN 1

Show students the [‘What Is Cancer’](#) (1.19 mins)

Split students into pairs to come up with questions that they have learned the answer to from the film or the myth discussion and record these on a piece of paper. Some students might find it useful to label screen shots from the animation. A challenge activity could be to encourage students to use correct terminology when writing the questions. Students should write the answer on the back of the question and these could be circulated to share the knowledge they have gained. This activity should take about 10-15 minutes. If time, students could be asked to share one thing that they have learnt.

PLENARY (10 MINS)

Revisit the mind-map/post-it note activity from the start of the lesson and using a different colour of pen, add to or edit any of their ideas. This will allow students to see how their ideas have developed throughout the lesson.

EXTENSION ACTIVITY/HOMEWORK

Two options:

1. Utilising some of the information from the film, true/false activity and myth discussion, ask the students to design a poster for younger students. Suggested maximum word limit of 7. Once complete, students should then explain their poster to another student to demonstrate their learning.
2. Ask students to consider in what contexts the information that they have learned be used? For example, ask them to suggest examples of how their learning could be used inside and outside of school and in what ways might it change the way that they make choices?

WHAT IS CANCER?

LESSON PLAN 1

PARENT LETTER TEMPLATE



Dear Parent/Carer,

As part of our work in (PSHE/Science), year (x) will be learning about cancer on (date). This work is supported by National Curriculum guidance. The lesson will cover some key facts about how young people can look after their own health, and encourage them to think sensitively and critically about the information they hear in the media.

What will the lessons entail?

The lessons will aim to help students to understand:

- what cancer is
- signs and symptoms to be aware of
- how to talk to a doctor about concerns
- why they shouldn't believe all cancer stories in the media.

Who have provided the resources?

Teenage Cancer Trust is a national charity providing specialist care and support to young people with cancer across the UK.

To find out more, please visit our website at: www.teenagecancertrust.org/education.

These lessons form part of the relationships and sex education/health education (delete as appropriate) aspects of our PSHE curriculum. If you have any concerns or questions, please do speak to (insert school contact) and we will ensure that your child is supported.

SAFE ENVIRONMENT CONTRACT

During the following lesson, we will be discussing the issue of cancer to help us all to better understand the topic, how to discuss it more openly and what to do if we have any concerns about our health. In order that we can all discuss it, we must create an environment that makes everyone feel safe.

Please read the statements below and sign at the bottom of the page to show that you understand what will be expected from you to help us all feel safe.

- I agree that all discussions of a personal nature to be kept within the room. I will not share any stories that anyone tells with anyone after the lesson.
- I understand that cancer will have affected my classmates in different ways and that I need to be sensitive to this during the discussions.
- I understand that it may not be appropriate for me to share personal stories during the lesson and that the teacher may ask me to end it but will offer me a time to talk about it at the next opportunity.
- I know that I can visit the school nurse or my GP if the session raises any concerns about my own health.
- I know that I can step out of the class to an arranged room if I get overwhelmed by the lesson and that a member of staff will come and talk to me.

Signed: _____

Date: _____

WHAT IS CANCER?

TRUE/FALSE ANSWERS

No.	Statement	T/F
1.	Males can get breast cancer Breast cancer is often thought of as something that only affects women, but men can get it in rare cases. It develops in the small amount of breast tissue men have behind their nipples. It usually occurs in men over 60, but can very occasionally affect younger men.	T
2.	The UV rays in sunbeds are up to 10 times stronger than the UV rays from the sun Spending time on sunbeds is just as dangerous as staying out too long in sun. Sunbeds don't offer a safe way to tan. The intensity of UV rays in some sunbeds can be more than 10 times stronger than the midday sun. "Excessive exposure to UV damages the DNA in skin cells which increases the risk of skin cancer and makes skin age faster."	T
3.	Cancer makes a person's hair fall out Some cancer treatments can cause hair loss. A doctor will be able to advise patients individually based on their specific situation. Some people find the condition and growth of their hair changes. Others find their hair falls out completely. Different treatments will affect hair differently.	F
4.	There are 500 different types of cancer There are more than 200 different types of cancer. Cancer is when abnormal cells divide in an uncontrolled way. Some cancers may eventually spread into other tissues.	F
5.	Eating healthy food can reduce the risk of getting cancer Eating a healthy, balanced diet can help keep a healthy body weight. Keeping a healthy weight is important, because obesity is the second biggest preventable cause of cancer after smoking.	T
6.	In the UK, 7 teenagers and young adults are diagnosed with cancer every day 2630 new cases of teenagers' and young adults' cancers, per year in 2013-2015, UK; 2630/365=7.2 Cases a day (CRUK)	T
7.	More than 1 in 3 people in the UK will get cancer in their lifetime One in two people will develop cancer at some point in their lives, according to the most accurate forecast to date from Cancer Research UK.	T
8.	Sun cream can go off if not used within a certain length of time therefore reducing its effectiveness Don't forget to check the expiry date on your sunscreen. Most sunscreens have a shelf life of 2-3 years, shown on the label by a symbol of a pot with the letter M and a number - this is the number of months the sunscreen will last once it's been opened. Check your sunscreen has not expired before you use it. If in doubt - throw it out!	T
9.	Cancer is infectious It is not contagious /infectious - you cannot catch it from someone else who has it.	F
10.	It is not possible to get cancer in hair, nails or tooth enamel Cancer only occurs in living cells - hair, nails and the enamel of our teeth are not living cells and therefore cancer can't develop in these three places.	T
11.	Cancer is an illness caused by cell mutation Sometimes a change happens in the genes when a cell divides. This is a mutation. Some mutations mean that the cell no longer understands its instructions and starts to grow out of control. There must be about half a dozen different mutations before a normal cell turns into a cancer cell.	T
12.	Only 50% of young people survive their cancer Survival rates for the teenagers and young adult group is now over 80%.	F
13.	Cigarettes contain chemicals found in rat poison, which can lead to cancer Some of these chemicals are described as carcinogenic meaning cancer causing and raises the risk of cancer happening.	T
14.	All cancers are more common in old people Although the risk of most cancer types increases as we get older, there are some cancer types that are more common in younger people and less common in adults. Testicular cancer is most common in the 15 - 35 age group.	F

WHAT IS CANCER?

TRUE/FALSE WORKSHEET

No.	Statement	T/F	?	Correct?
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 every day			
7.	More than 1 in 3 people in the UK will get cancer in their lifetime			
8.	Sun cream can go off if 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, nails or tooth 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 old people			

WHAT IS CANCER?

LESSON PLAN 2



SYNOPSIS

This lesson is a PSHE lesson, with elements of Science and speaking and listening and is aimed at Key stage 3/S1-2 students. Students will learn about the signs of cancer in young people and what to do if they have concerns about their own or others health. This is important learning because cancer is an issue that affects most people in some way and knowledge will help them to protect themselves both physically and mentally for the future. It will also allow them to consider their own health and how to communicate with a doctor about any concerns.

LEARNING OUTCOMES

By the end of this lesson students will be able:

- Give examples of 2 or more of the 5 main signs of cancer in young people.
- Explain why it is important to go to the doctor with any concerns about my health.
- Demonstrate or describe how to speak to a doctor about any concerns I have about my own or others' health.

CLIMATE FOR LEARNING

See Teachers Notes. Ensure you remind the group about the ground rules/working agreement that were agreed last time.

Context, baseline assessment and reconnecting activity
Some students will have learned about cancer at primary level. The core section of the lesson allows the teacher to assess this knowledge through peer discussion and questioning; this lesson continues to build upon any prior learning. They will also have learned about how cancer occurs at a basic level along with cancer myths in the previous lesson. This lesson will build upon that learning. This lesson is a continuation of 'What is Cancer 1'.

RESOURCES

- Teacher's guidance for Creating a Safe Environment Guidance
- Teenage Cancer Trust Safe Environment Contract
- Teenage Cancer Trust [leaflet](#)
- What is Cancer 2: Role play scenarios
- What is Cancer 2: Self-assessment

INTRODUCTION (10MINS)

Remind the students about the learning from last lesson – the myths and the key messages from the What is Cancer film. Ask the students to suggest two things they learnt from last lesson and one thing that they are not sure about or would like to know. If students have lots of questions, it might be worth asking them to write them down and use this as homework research, but always direct towards accurate information such as NHS Choices or Teenage Cancer Trust website. You may also choose to have an anonymous question box for them to use. If students have seemed distressed by any information, it might also be worth reminding them about school nurse provision, school-based pastoral care, helpful phone lines such as Childline or their own GP.

MAIN (40 MINS)

Display the [Teenage Cancer Trust leaflet](#), discuss the types of cancer. Use the information to explain the cancers very basically if the students need it. You may wish to print this off for students to read in their own time or to take away with them.

The students may know people who have experienced these and may wish to discuss this, but teachers should try to distance information from personal stories as everyone's experience will be different and the students will be better able to learn if they do not become too upset. This will also protect the teacher. This activity should take about 10 minutes.

Explain to the students how rare teenage cancer is (less than 1% of all cancers diagnosed in the UK) and that early diagnosis is important because it helps doctors to find the problem and deal with it early. Also explain that although lifestyle choices can increase the risk of cancer, getting cancer as a young person is highly unlikely to be linked to lifestyle choices. Ensure students know that many young people make very good lifestyle choices (eg. the number of 15 year olds identifying as regular smokers is now as low as 5%).

Ask what the students think is a sign of cancer in young people? Collect thoughts and then show the ['LUMPS'](#) animation (1.50 mins) about the 5 signs and the importance of speaking to the doctor. Explain to the students that some young people aren't sure how to speak to the doctor and that this is a very important life skill.

Split the students into groups of 3 and hand out the What is Cancer 2: Role play scenario cards. Ask students to read the scenarios and discuss the story.

WHAT IS CANCER?

LESSON PLAN 2

Allocate roles of doctor, patient and friend.

Role play the patient telling the friend about how they feel and their symptoms.

Role play the patient visiting the doctor and telling them about their symptoms.

While doing the role play, ask students to think about the following:

- How did it feel to talk about the symptoms?
- Did it feel any different speaking to a friend or a doctor and in what way did it feel different?
- How can you help persuade someone to ask for help if they are worried about doing so?
- What would stop someone going to the doctor and how can you support them as a friend?

This activity should take about 30 minutes and each role play should take just under 10 minutes for each student to play all roles. Ensure students have the opportunity to de-role as per Safe Environment guidance.

If students might find role play hard, they could be encouraged to write a script for how these conversations might take place or create a storyboard.

As an extension activity, the students could suggest reasons why someone might be reluctant to go to the doctor and then offer responses to each concern, eg. "I don't want to waste a doctor's time," followed by "any health concern is always worth discussing with a doctor if it concerns you. That is what a doctor is there for."

PLENARY (10MINS)

Provide the students with What is Cancer 2: Self-Assessment to enable them to assess what they have learned or developed through the last two lessons. Ask the students to share in their pairs one thing that they would still like to develop and one thing that they are particularly pleased to have achieved. Some students could be asked to explain why they have scored in a particular way as a challenge activity.

As homework, ask all students to find out where their local Doctors' surgery is and how to make an appointment should they ever need one. If they want to, they could find out if the doctor's surgery has any information on cancer in teenagers and bring it into class for the next lesson. For additional lesson plans about cancer, please visit www.teenagecancertrust.org/learninghub.

WHAT IS CANCER?

ROLE PLAY



JAMILA'S STORY...(ACUTE MYELOID LEUKAEMIA)

Jamila has just turned 15. The summer holidays are coming to an end and Jamila spent time hanging out with her mates and training non-stop with her local ladies Under 18's football club. She never misses twice weekly training and Saturday's match is the highlight of the week, along with pizza with friends in town afterwards.

It is therefore very annoying that Jamila starts experiencing:

- **Lower back pain which gets in the way of training. She puts it down to a nasty tackle at one of her previous matches and requests to see the team's physiotherapist.**

However, as well as the back-pain Jamila notices that she is always getting:

- **Heavy and frequent nose bleeds and feels the need to be sick regularly.**

Her physio thinks that these things may all be connected and that perhaps Jamila should think about booking an appointment with her GP...

RUTH'S STORY...(EWING'S SARCOMA - SOFT TISSUE SARCOMA)

Ruth has waited for this moment for what seemed like a lifetime. Finally, she has finished sixth form and her much awaited for GAP year travelling around South America is about to begin. Ruth lands in Argentina ready to begin working on a farm picking strawberries before moving on to see what other experiences lie in store for her. She is so excited!

However not long into her stay she starts to experience:

- **Pain down her left leg and a numbness which makes standing and walking very difficult. In fact, the pain increases as she walks.**

Ruth doesn't know what to do. Ruth's dad works in medicine, is extremely worried and urges Ruth to come home. Ruth is devastated but admits that she needs to seek medical help, so cuts her trip short to fly home.

WHAT IS CANCER?

ROLE PLAY



PHOEBE'S STORY...(MALIGNANT MELANOMA - SKIN CANCER)

During her first year at university life is busy and full for Phoebe. She is juggling lectures, assignments, getting ready for exams, as well as dealing with a grumpy landlord and mice in her student house! Phoebe is having a ball and really enjoying her first year living away from home.

It is just after the January exams when she notices:

- **A red “jelly-tot” sized lump on her left forearm, which is starting to bleed quite a bit every time she knocks it.**
- **It doesn't look like an average mole and seems to be getting bigger as the weeks go by.**

Phoebe doesn't like going to the doctor and doesn't think she really needs to as she doesn't feel sick or any pain. The doctor is there to see sick people, right? However, the lump is worrying her... After much persuasion from her parents and the realisation that the lump is not going to magically disappear, Phoebe decides that she does need to go see her GP and so brings a friend with her to help her feel less anxious.

JAMES' STORY...(BRAIN TUMOUR)

Twelve-year-old James has a passion for all things engine and spends his free time at the go-kart track, watching motor racing, or helping dad in the garage fix up old engines.

For a while though he has been experiencing:

- **Shooting pains from the back of his neck and head coming upwards onto the top of his head.**
- **“Banging” headaches for days that don't go away even with pain killers.**
- **Queasiness most of the time, which makes him sick quite often. His Mum notices that his once large appetite has gone.**

Mum takes him to the GP who checks his eyes and considers that he may have “The Flu” and so should keep an eye on his symptoms. The doctor tells him he should come back if they don't go away. James last saw the doctor two weeks ago and the symptoms have not gone away but have gotten worse.

AMUN'S STORY...(TESTICULAR CANCER)

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 also 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.

WHAT IS CANCER?

SELF-ASSESSMENT

Learning objective: To have a better understanding of what cancer is, how it is discussed and how to discuss concerns with a doctor.

Learning outcomes: Students will be able to:

- Confidently discuss sensitive topics.
- Describe what cancer is and understand that it can happen to anyone.
- Explain how cancer occurs using some correct terminology.
- Distinguish between facts and myths relating to cancer.
- Give examples of 2 or more of the 5 main signs of cancer in young people.
- Explain why it is important to go to the doctor with any concerns about my health.
- Demonstrate or describe how to speak to a doctor about any concerns I have about my own or others' health.

Using the understanding that you now have after today's lesson, please review the following statements about your own perceived knowledge and skills. Please circle a number to rate your level of knowledge, understanding and skills before, as well as after, this lesson. 1 means lowest level, 5 means highest.

My self-assessment against the learning outcomes:

My self-assessment against the learning outcomes		Low to High
1. I can confidently discuss sensitive topics.	Before the lesson	1 2 3 4 5
	After the lesson	1 2 3 4 5
2. I can describe what cancer is and understand that it can happen to anyone.	Before the lesson	1 2 3 4 5
	After the lesson	1 2 3 4 5
3. I can explain how cancer occurs using some correct terminology.	Before the lesson	1 2 3 4 5
	After the lesson	1 2 3 4 5
4. I can distinguish between facts and myths relating to cancer.	Before the lesson	1 2 3 4 5
	After the lesson	1 2 3 4 5
5. I can give examples of 2 or more of the 5 main signs of cancer in young people.	Before the lesson	1 2 3 4 5
	After the lesson	1 2 3 4 5
6. I can explain why it is important to go to the doctor with any concerns about my health.	Before the lesson	1 2 3 4 5
	After the lesson	1 2 3 4 5
7. I can demonstrate or describe how to speak to a doctor about any concerns I have about my own or others' health.	Before the lesson	1 2 3 4 5
	After the lesson	1 2 3 4 5

ENGLAND

PSHE ASSOCIATION PROGRAMME OF STUDY:

Health and Wellbeing

H9: The importance of and ways of taking increased responsibility for their own physical health and personal hygiene.

H13: The benefits of physical activity and exercise and the importance of sleep.

H16: What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)

H31: How to access local health services and other sources of support such as smoking cessation services or if concerned about own or others' alcohol or substance use

H32 About cancer and cancer prevention, including healthy lifestyles and (in upper key stage 3) testicular self-examination, acknowledging that childhood and adolescent cancers are rarely caused by lifestyle choices

SECONDARY HEALTH EDUCATION

In 'Physical health and fitness'

- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.

In 'Health and Prevention'

- Pupils should know (late secondary) the benefits of regular self-examination and screening.

SCIENCE

Structure and function of living organisms – cells and organisation, nutrition and digestion, and health.

WALES

PSE:

Skills

Developing thinking

- Use some prior knowledge to explain links between cause and effect
- Consider others' views to inform opinions and make informed decisions and choices effectively

Developing communication

- Communicate confidently personal feelings and views through a range of appropriate methods
- Express opinions clearly and justify a personal standpoint

Working with others

- Work both independently and cooperatively

Range

Health and emotional wellbeing

- Display a responsible attitude towards keeping the mind and body safe and healthy
- Moral and spiritual development
- Develop an insight into their values show sensitivity to the values of others

WHAT IS CANCER?

CURRICULUM LINKS



SCIENCE

Range - Interdependence of organisms 1,3

SCOTLAND

HEALTH AND WELLBEING

3-01a - I am aware of and able to express my feelings and am developing the ability to talk about them

3-02a - I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them

3-15a - I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health

3-38a - I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances

3-43a - I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.

SCIENCE

Can contribute towards Body systems and cells

NORTHERN IRELAND

LEARNING FOR LIFE AND WORK

Personal Development

Key Concept - Personal Health

- Investigate the influence on physical and emotional/mental personal health

SCIENCE

Developing pupils' Knowledge, Understanding and Skills

- Cells, genes and reproduction
- Healthy body and mind