



Year 10 PSHE

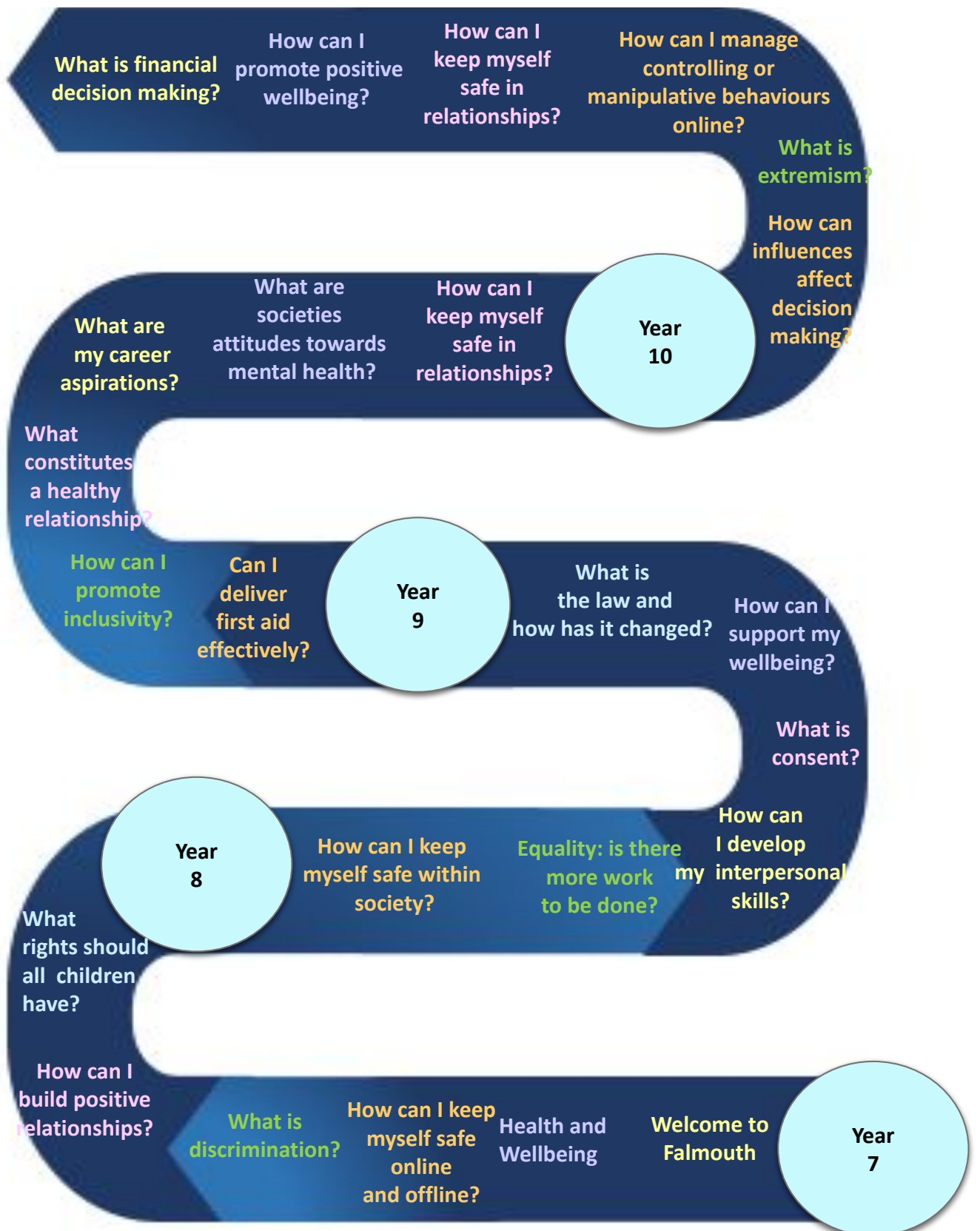
Booklet 1: Health & Well-being



Name:
Class:
Teacher:

PSHE Learning Journey

Relationships		Health and wellbeing		Living in the wider world	
RSE	Celebrating diversity and equality	Staying safe online and offline	Physical and mental health	Rights, responsibilities and British Vales	Life beyond school



Why We Have PSHE & Use a Spiral Curriculum

Welcome!

Why do we study PSHE?

PSHE (Personal, Social, Health and Economic) education equips students with the **knowledge, skills, and attributes** to thrive in life. It promotes their **holistic development**, teaches them how to **stay safe and healthy**, builds vital **life skills** (like communication and critical thinking), empowers them to make **informed choices**, and prepares them to be **responsible citizens** in a diverse and ever-changing world. It's about nurturing well-rounded, resilient individuals.

Why a Spiral Curriculum?

A spiral curriculum revisits key topics repeatedly over time, **increasing complexity and depth** with each encounter. For PSHE, this approach:

Reinforces Learning: Ensures knowledge is retained long-term, not just forgotten.

Matches Development: Introduces sensitive or complex topics when students are developmentally ready.

Builds Strong Foundations: Connects new learning to prior knowledge, creating a robust understanding.

Develops Skills Gradually: Allows for repeated practice and refinement of essential life skills.

What Students Get: Students gain a **deeper, more resilient, and age-appropriate understanding** of critical life concepts. They develop **confidence and practical skills** to navigate real-world challenges, leading to **empowerment** in making safe, healthy, and informed decisions.

Ultimately, it provides them with a **strong foundation for lifelong well-being and responsible citizenship**.

We hope you find the following five lessons interesting and useful. Let's begin!



Personal Development Ground Rules	
Openness	We will be open and honest but not directly discuss our own or others personal or private lives. We will explore the content through scenarios and not put anyone on the spot.
Keep the conversation in the room	Nothing discussed in class is repeated outside of the room unless a concern is raised, then the school's safeguarding policy will be followed.
Non judgemental approach	It is ok to disagree with another persons opinion, but we will not judge, make fun of or be unkind to anyone.
Right to pass	Participation is important, however we have a right to pass on answering a question or discussion if appropriate.
Make no assumptions	We will not make assumptions about peoples values, beliefs, attitudes or behaviours.
Listen to others	We will listen to each others opinions, demonstrating respect.
Use of language	We will use the correct terminology, rather than using slang terms that people might find offensive. If we are unsure of the correct term, we will ask out teacher/
Asking questions	No question is a stupid question. Ask lots in order to learn!
Seeking advice and help	If we need further help or advice, we know how where to seek it confidently, both in school and out in the community.

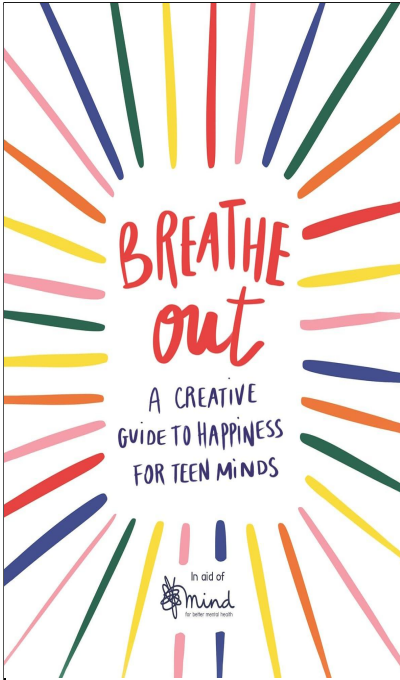
School Services at Falmouth School		
Student Support	General support, including sanitary products	Mrs Holland and Miss Macrae
School Nurse Drop In	Information, advice and guidance on any health concern	Once a month, ask Student Support for information
Faith Group	Spirituality and well-being support	Chaplain group
Intercom Trust	For individual LGBTQ+ questions	Please see Mr Blackwell

Your tutor, Wellbeing and Learning Leader are also there to support you alongside teaching staff.

Sources of support	
Childline: www.childline.org.uk	Anna Freud: www.annafreud.org/on-my-mind
Kidscape: www.kidscape.org.uk	Equality Advisory Support Service: Equality Advisory Support Service (EASS) - GOV.UK (www.gov.uk)

Baseline Confidence Checker

BEFORE LEARNING THE UNIT	1 (low)	2	3	4	5	6	7	8	9	10 (high)
L1: I can confidently explain what is meant by having a positive body image.										
L1: I can identify some of the influences that affect my view of my body image.										
L1: I understand that models used in advertising do not necessarily reflect reality.										
L2: I understand what is meant be self-esteem.										
L2: I can recognise when my self-esteem is low and what it can impact.										
L2: I have strategies to improve my self-esteem.										
L3: I understand what is meant by self-harm.										
L3: I know what do if I am having negative thoughts and feel unsafe.										
L4: I understand what is meant by vaccines.										
L4: I understand the value of vaccines in supporting human health.										
L4: I know the importance of staying clean and hygenic.										
L5: I can regonise common illegal drugs.										
L5: I understand the likely effects of taking these drugs.										
L5: I understand what the consequences might be of taking certain drugs.										

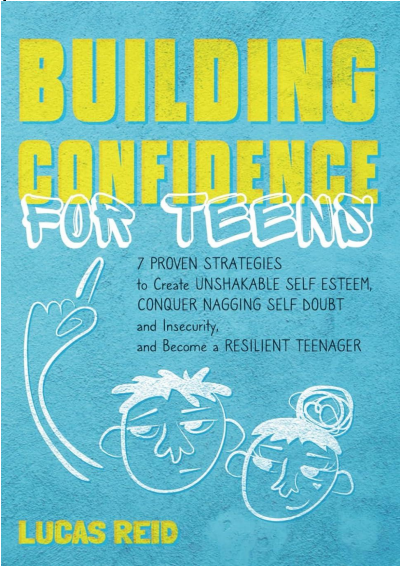


Breathe Out by MIND and Celeste Wallaert

Life can often feel overwhelming and with pressure from school, relationships and social media it can be hard to remember to take a bit of time for ourselves – to take care of what's going on for us on the inside.

Breathe Out has been written specifically for young minds and the unique challenges that teenagers face today, it is filled with exercises and techniques for anxiety relief and tips specially designed to help you to take a step back and take a moment for yourself.

With a variety of exercises that encourage you to be present, to be a better listener, articulate your feelings and get a handle on your screen time among many others, this is a hands-on journal that will allow you to track your moods and feel more in control when things can be a bit overwhelming. There are also mindfulness and breathing techniques to allow you to keep on top of your emotions wherever you are.



Building Confidence by Lucas Reid

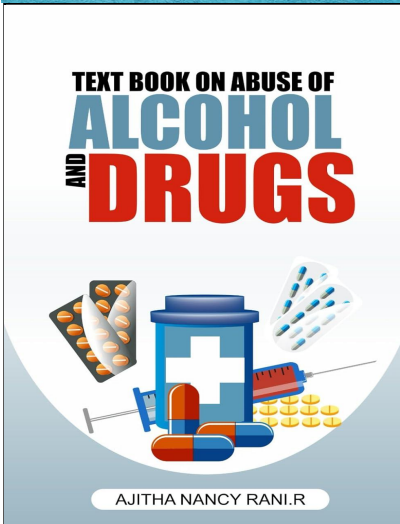
Empower yourself with these surefire techniques to silence insecurities and blossom into a fearless teenager...

Is self-doubt keeping you from taking risks and pursuing your passions?

Do you struggle with a fear of failure and pressure to fit in?

Are you tired of being your own worst critic and constantly questioning your worth?

If this sounds like you, then you are not alone.



This Text Book on Abuse of Alcohol and Drugs is designed to help students to understand the various aspects and complete understanding of substance use disorders, as a guide for teachers and students of Nursing on the knowledge and skills in managing clients with substance use disorder. Compilation of this book has been made specially to understand the concepts of alcohol, Assessment of alcohol client, Diagnosis, its complications and management, laws and policies. It also emphasized the role of self esteem and the effectiveness of counselling in dealing with alcoholic clients. This book can be the basis of a firm foundation for more advance studies and enable the reader to gain a through understanding of abuse of alcohol and drugs.

Relevant sentence stems/scaffolding

? ? ? Open-Ended Questions ? ? ?

Show Interest	<p>Show me....</p> <p>Tell me about.....</p> <p>What are you doing...?</p> <p>What else can you do?</p>	<p>How did you do that?</p> <p>Why did you...?</p> <p>How did this happen?</p> <p>Tell me why...?</p>	Extend on Thinking
Solve Problems	<p>Can you find...?</p> <p>Can you do it another way?</p> <p>What else do we need...?</p> <p>What is your plan?</p>	<p>I wonder if / when...</p> <p>What will happen next?</p> <p>What do you think will work?</p> <p>When will...?</p>	Make Predictions
Compare and Contrast	<p>How are these the same?</p> <p>How are these different?</p> <p>What does it remind you of?</p>	<p>What might happen if...?</p> <p>How might you feel if...?</p> <p>What do you suppose...?</p>	Consider Consequences
Assess Feelings	<p>How do you feel about...?</p> <p>How would you feel if...?</p> <p>How do you think ... feels?</p>	<p>Why do you think...?</p> <p>How do you know...?</p> <p>What made you decide...?</p> <p>What happened when...?</p>	Evaluate Thinking

How? What? Where? Why? When?

Key vocabulary

Body Image	The subjective mental representation, emotional feelings, and physical perceptions a person holds regarding their own bodily appearance.
Media Manipulation	The deliberate alteration, filtering, or digital modification of images and text to control consumer perception or match unrealistic standards.
Self-Esteem	An individual's overall subjective evaluation of their own self-worth, skills, personal values, and confidence.
Self-Harm	A deliberate, self-inflicted physical injury used as a psychological mechanism to cope with intense, overwhelming emotional distress.
Dermatillomania	A mental health condition characterized by the repeated, compulsive picking of one's own skin, often triggered by anxiety or perceived flaws.
Trichotillomania	A compulsive behavioral disorder involving an irresistible, recurrent urge to pull out one's own hair from the scalp, eyebrows, or other body areas.
Cognitive Behavioural Therapy (CBT)	A structured talking therapy that helps individuals manage issues by altering negative thought loops and behavioral patterns.
Antibodies	Specialized proteins produced by the body's immune system to identify, target, and neutralize harmful foreign invaders like bacteria and viruses.
Vaccine	A biological preparation that trains the immune system to recognize and fight specific pathogens safely without causing the disease itself.
Stem Cell Research	The scientific study of undifferentiated biological cells that have the unique potential to develop into various specialized cell types to cure illnesses.
Drug Classification	The legal sorting of controlled substances into categories (Class A, B, C) based on their perceived harm, addictive profile, and illegal penalties.
Stimulant ("Upper")	A class of drugs that speeds up the central nervous system, temporarily increasing alertness, heart rate, and physical energy levels.
Depressant ("Downer")	A substance that slows down central nervous system function, reducing reaction times, coordination, and vital physical processes.
Addiction / Dependence	A chronic condition where an individual is physiologically or psychologically driven to use a substance or engage in a behavior despite clear harm.

Lesson 1
EQ: How do you feel about your body image?

Date:

Do now: Write down three words you associate with the term "body image":



Are these associations positive, negative or neutral?

Definition: The way a person thinks and feels about their body



Task 1 Jessica's Story

"When I was in secondary school, I remember constantly comparing myself to the people I saw online and even to some of my friends. I would scroll through Instagram and see people with what seemed like perfect skin, perfect hair, and perfect bodies. I started to believe that I had to look like that to be confident or to fit in. I didn't realise that most of those pictures were edited or filtered to look flawless. I just thought I wasn't good enough as I was."

"It wasn't until much later that I began following people who talked honestly about their own struggles with body image. I started seeing posts that celebrated people of all sizes, with scars, acne, and differences. That really changed how I thought about myself. I realised that social media can make things worse, but it can also help us to see beauty in ways we didn't before."

"Looking back, I think if someone had explained to me how powerful editing and social pressure are, I would have been much kinder to myself. And that's why I think it's so important that we talk about body image openly, so we can help each other see the truth behind what we're comparing ourselves to."

How does Jessica feel about body image and the internet? How does her perception change over time?

Task 2: Photoshopped images for magazines gives people a false and distorted view of what we should look like and be. Look at the following images. What has changed?

Image 1:



1-

2-

3-

4-

Image 2:



1-

2-

3-

4-

Why is it important that we understand that images are manipulated?

Task 3: Is the internet negative for body image or is there some positives as well. You are going to read two articles that provide different opinions.

Text 1: The Negative Impact of Social Media on Body Image

Source adapted for educational use

Many studies suggest that social media has a significant negative impact on young people's body image. Platforms like Instagram and TikTok are filled with carefully edited photos that often promote unrealistic beauty standards. Filters and photo editing apps can make it seem like flawless skin, perfect bodies, and idealised lifestyles are normal and easy to achieve.

A study by the Mental Health Foundation found that **40% of teenagers said that images on social media made them worry about how they look**. Constant exposure to these images can make people feel that they are not good enough, which may lead to low self-esteem, anxiety, and even unhealthy eating behaviours.

Social media influencers often promote 'perfect' body shapes without showing the hard work, editing, or even surgery that can go into creating these appearances. This can be particularly harmful to teenagers, who may compare themselves unfairly to these unrealistic images and feel pressure to change their own appearance.

Text 2: The Positive Side of Social Media and Body Image

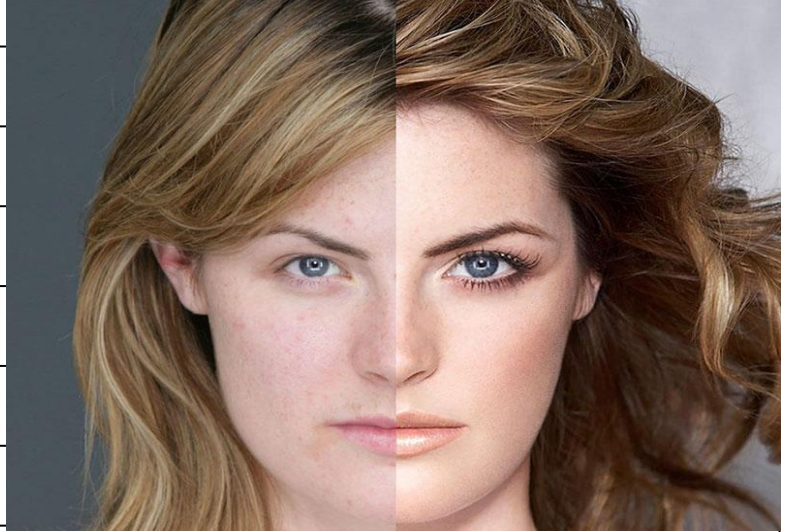
Source adapted for educational use

While social media can create pressures, it can also have a **positive influence on body image**. Many people now use social media to promote body positivity and diversity. Movements like **#BodyPositivity** and **#SelfLove** have become powerful tools for challenging traditional beauty standards.

Campaigns by companies like Dove, which promote "real beauty" by using models of different sizes, ethnicities, and abilities, have gained popularity on social platforms. Influencers are increasingly sharing unfiltered, unedited photos and openly talking about their own body image struggles to help others feel less alone.

Some young people say that social media helps them find supportive communities where they feel accepted regardless of their size, skin colour, or appearance. Social media can provide a space to celebrate difference and to learn that beauty comes in many forms, not just the narrow version often promoted in the past.

You are now going to watch a powerful video by Dove. What do you learn and how does watching this make you feel?



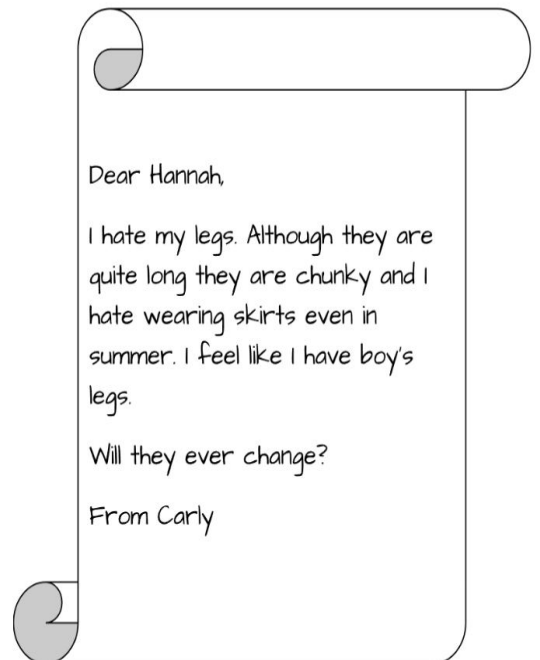
How would you support these people if they got in touch with you looking for help?

Dear Carly,

Thanks for your letter.

I hear that you are concerned about...

Have you considered that...



Dear Ben,

Thanks for your letter.

I understand that you are concerned about...

Have you considered...

Dear Jamie,

I feel depressed about the way my body looks. My older brother and my dad are quite big built and have toned bodies. They keep telling me to go to the gym and work out but I don't have time as I am studying for my GCSE's this year.

They even take the mick out of my mate who is also a bit skinny.....

Any advice would be great,

Ben

EQ Review: How can we best support someone who is concerned about their body image?



Lesson 2
EQ: Why is self-esteem important?

Date:



Do now: What does body image mean and how can we support those in need?

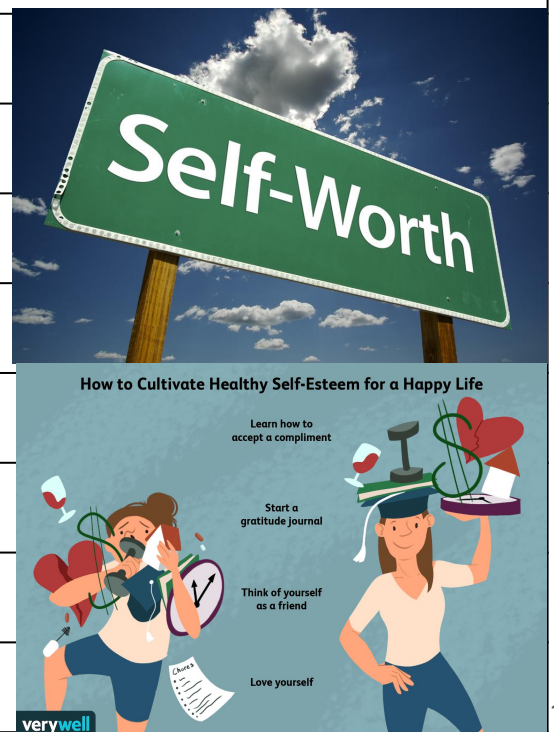
Task 1: Look at the following areas. How might poor self-esteem affect these things?

1- Mental health =

2- Your academic performance =

3- Likelihood of giving into peer-pressure =

What affects our self-esteem?



Task 2: Having watched the video, now answer these question. Can unsuccessful people have high levels of self esteem? Give an example.

Self esteem is crucial for us to have a feeling of

Is high self esteem more to do with how we think about ourselves (psychology) or how much money we end up making (economy)?

What factors seem to stand out when we study why people have particular levels of self esteem (write down three).

Why do people who have 'out performed' the parent of the same sex as them seem to have good levels of self esteem?

How can your parents / carers level of love and attention they give you affect your self esteem?

Why is 'being fired' when you're older felt as a 'tragedy' for some, yet not for others?

Explain the most important factor for healthy self esteem levels.

Task 2:

We'll now read the 'Five Tips to improve Self- Esteem' sheet as a class.

How can we actively improve our self-esteem?

1. Avoiding spending time with people with low self-esteem and negative attitudes. The more time you spend with these people, the more having these attitudes will be 'normalised' (seem normal to you).
2. Remember it's not what people say to you, but your reaction to it which affects your self-esteem – e.g. if Sarah calls Tom an idiot, this will only affect Tom's self-esteem if Tom chooses to believe what Sarah says is true. If Tom instead thinks to himself, Sarah's only saying that because she knows I can take a joke or Sarah's saying that because she disagrees with the point I've made, then Tom's level of self-esteem will stay intact.
3. Recall and celebrate your past achievements – everyone has successes they can remember – doing well on a test, getting a swimming medal, making a parent happy, cheering up a friend. If you spent time recalling and celebrating these instead of dwelling on your failures (which again, we all have), then success will be at the forefront of your mind and improve your self-esteem.
4. Set yourself achievable goals and objectives - this means step by step. If you focus on the big success at the end like 'I want to be a doctor', you will measure yourself against the fact you are not a doctor yet, and so measure yourself as a failure. However, if you measure yourself against the first step on the journey – get 80% in my Biology test next week and you succeed, already that will have a positive impact on your level of self-esteem.
5. Learn to respond positively to feedback – and persevere. People with low self-esteem tend to take constructive criticism as insults and don't work on suggestions to improve. They tell themselves that their teacher or guardian is trying to keep them down, rather than build them up. If you change the way you look at things and view feedback as a 'step-up' to success rather than a criticism, you're more likely to take on new challenges and most importantly, accomplish what you mean to.

Task 3: Use this information to respond to the following case studies.

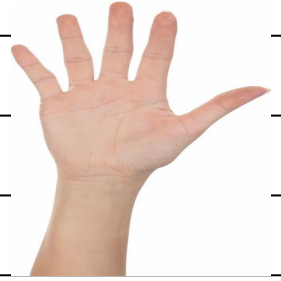
What is the core issue here?	<p>Rebecca grew up in a care home and not much is known about her background. She desperately wants to get good GCSEs so she can get into the local sixth form college.</p> <p>Rebecca recently gained a D on her maths mock when she is predicted a C. In tears, she threw away her maths teachers feedback sheet and went home saying 'just forget it!'</p>
From the tips above, what advice would you offer Rebecca?	

What is the core issue here?	<p>Jamal isn't as good at football as the rest of his mates. He never has been, even though his Dad played for Leeds. In PE he had to take a penalty, hit the post and was really fed up about it. His best friend Rob then came and slapped him on the back and said 'ah well at least you're not a loser in rugby' and laughed and ran off. Jamal is embarrassed and gutted about this.</p>

From the tips above, what advice would you offer Jamal?

What is the core issue here?	<p>Aisha is always moaning at her friends about how she'll never be a success in life. She is average intelligence, works hard and is very pretty but always seems so down on herself. Her sister is very, very clever and has just got into Oxford Uni to study English.</p> <p>Aisha is actually good at lots of things, is the fastest marathon runner in the county, has won numerous competitions and was a runner up in Junior Masterchef. Her self-esteem is very low.</p>
What advice would you offer Aisha?	

Draw around your hand and inside each finger write one reason way we can actively improve our self esteem. Don't look at your sheet – try and remember!



A series of horizontal lines for writing, corresponding to the fingers of the hand illustration above. There are 10 lines in total, each intended for one reason to improve self-esteem.

EQ Review: Why is self-esteem important?



A series of horizontal lines for writing, corresponding to the EQ Review question. There are 8 lines in total, each intended for one reason why self-esteem is important.

Lesson 3

EQ: What is self-harm and why do people do it?

Date:

Do now: Describe two methods that could be used to improve self esteem



'I need relief from this pain....'



Consider the following scenario.

Gabby has scratched her own arm.

Why has Gabby inflicted an injury on herself? Why would someone do this on purpose?

How might Gabby have scratched her arm?

How might Gabby have felt before, during and after this act of self-harm? Be prepared to share your ideas.

What could Gabby have done when she was feeling unhappy instead of hurting herself?

Your teacher will now lead you through some reading on self-harm.

It's hard to imagine for many of us that doing something to ourselves which hurts can make us feel better in some way. However, when self-harmers inflict pain upon themselves, that's exactly what they are trying to do.

Some self-harmers describe a feeling of relief at cutting themselves, some describe a brief feeling of satisfaction that they have punished themselves, or a release of tension or stress. Many self-harmers will hide their injuries and never want anyone to find out. They may do this by wearing long sleeves, avoiding activities like swimming or stay in and avoid socialising. This can lead to some people feeling isolated and therefore even worse. Self-harm is commonly linked to low self-esteem but can also be triggered by a traumatic event in a person's life.

Some self-harmers do eventually show their injuries. This can be a 'cry for help', meaning that things have got so bad that they finally do want someone to notice and are reaching out for help.

When we think of self-harm we usually think of someone slicing lines across their arms, but this is because it's an example we've seen on TV in many instances. Other examples of how people self-harm include; poisoning oneself with toxic chemicals, cigarette burns, misuse of alcohol or drugs (to knowingly harm your insides), binge eating or starving and even excessive exercising.

Around 10% of young people are thought to self-harm at some point. Scarily, 50% of people who commit suicide are also thought to have self-harmed in the past. We should never say people who are self-harming are 'attention seeking.'

There are treatments out there to help people who self-harm however. In the UK, the NHS advise; If you're self-harming, you should see your GP for help. They can refer you to healthcare professionals at a local community mental health service for further assessment. This assessment will result in your care team working out a treatment plan with you to help with your distress.

Treatment for people who self-harm usually involves seeing a therapist to discuss your thoughts and feelings, and how these affect your behaviour and wellbeing. They can also teach you coping strategies to help prevent further episodes of self-harm. If you're badly depressed, it could also involve taking antidepressants or other medication.

Summarise this information, using your own words, into five bullet points.

1-

2-

3-

4-

5-

Your teacher will now lead you through some reading on dermatillomania.

Dermatillomania may seem at first to be a similar condition to self-harm; the act is self-inflicted, causes pain and makes lasting marks on the body. However, the aim behind it is not the same. Those suffering from dermatillomania also often suffer from anxiety and depression. This makes them see imperfections on themselves which are often not really there or too small to see. The physical act which harms them is not supposed to cause pain, but remove an imperfection, like a spot or a jagged nail. Due to there being no imperfection there a lot of the time, and the urge to act on it feeling very strong, the sufferer can end up causing themselves a lot of damage.

The damage caused by the sufferer unfortunately soon does create imperfections and then they find they can't stop picking at those too, so the cycle continues. This causes further anxiety and depression. Some sufferers pull out their hair, this is called trichotillomania.

Dermatillomania is notoriously hard to treat, although NHS UK advises:

'See your GP if you're compulsively picking your skin or if you notice your child doing so. Your GP can refer you to a psychologist or psychiatrist for a form of talking therapy. You may need to be referred to a dermatologist (skin specialist) first, if the skin is badly damaged.'

Little medical research has been conducted into treatments for dermatillomania. The most effective treatment is therapy to change your skin-picking behaviour, combined with a network of emotional support.

Psychotherapy is a type of talking therapy that can be used to treat emotional problems and mental health conditions. It involves discussing emotional issues with a trained therapist.

Cognitive behavioural therapy (CBT) is a type of psychotherapy that may be recommended. It helps you to manage your problems by changing how you think and act.'

Summarise this information, using your own words, into five bullet points.

1-

2-

3-

4-

5-



So why do people self-harm and what can be done to help?
Watch the clip and answer the questions.



Does telling those who self-harm to 'stop doing it' help at all?

In what situations do people self-harm?

What does help people who self-harm?

How do those who self-harm feel before they self-harm?

How do those who self-harm say self-harm can make them feel better?

How can family and friends help those who self-harm?

What is meant by an 'open environment' and how can this help?

You are a Mental Health Nurse. You run a support page for teenagers suffering with depression and anxiety. You have just had a few messages in your inbox....

My Dad's left us. I know it's my fault. I'm not good enough. I hate myself so much for causing this, I don't deserve to eat, so I'm not. I want to harm myself the way I've harmed our family. Chad.

What does Chad believe his problem is?

What advice might be offered to Chad?

Any other thoughts on what Chad is experiencing?

Please help me! I hate how I look, I'm so spotty it gets me so down. I can't leave my skin alone and I'm making it worse. I keep making myself bleed, I feel so, so down about this. What's wrong with me? Erin.

What does Erin believe her problem is?

What advice might be offered to Erin?

Any other thoughts on what Erin is experiencing?

Today was the first day I had to wear a hat to hide what I'm doing. I feel so awful I could cry. My floor is covered in hairs. But I can't stop.... Asha

What does Asha believe his problem is?

What advice might be offered to Asha?

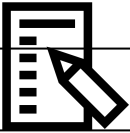
Any other thoughts on what Asha is experiencing?

EQ Review:.. What is self-harm and why do people do it? If you are feeling unsafe and unhappy, where can you find support?



Date:

Do now: How many of you washed your hands before you prepared your breakfast today? Why do we need to do this? What kind of diseases are spread through food by people who don't wash their hands?



Keeping your mouth healthy and fresh

Cleaning your teeth twice a day is an obvious thing that most people do. But have you ever really thought about when exactly is best to do it? It's best to clean your teeth AFTER breakfast. That's because if you clean your teeth before breakfast and then eat, you've basically just undone all your good work. That's why you also clean your teeth last thing at night, before you go to sleep and when you're not going to eat anything else that day. However, bad breath can also be caused by dehydration, so be sure to drink enough water too. Flossing is also an excellent habit – it can help with bad breath and dental infections. Don't enjoy a trip to the dentist? Floss every day and you won't need to visit as much!



Always keeping your hands clean

Keeping a small bottle of hand sanitizer on you is a good back up if you can't easily wash your hands. Of course you should avoid touching things that might cause you harm or are unhygienic, but you can't always get to a sink so a bottle of hand sanitizer in your bag is perfect. We all know the obvious like washing your hands thoroughly with soap after every bathroom trip, but some things are less obvious. Have you been dribbled on by your dog? Have you helped change a baby's nappy? Are you about to prepare or touch food? Hand sanitizer is handy for all these occasions, unless you can just wash your hands.

Consider your personal hygiene and body odour

We know what this means – showering/bathing daily in order to keep yourself feeling clean and fresh. Females are advised to avoid soap on their private parts as they are actually self-cleaning and soap can cause infections like thrush, but boys should always have a good wash down below. Always wash your armpits every morning. Deodorant might be helpful.

Clean hair and clean nails

You are advised to wash your hair every 2-3 days. Avoid dandruff by using an anti-dandruff shampoo and if your head itches, get someone you trust to check you for headlice. A nailbrush can be used so there is no dirt under your nails. That dirt is basically germs, which looks horrible and spreads disease. Just because you can't see the dirt under nail varnish doesn't mean it's not there! Your hair is a beautiful part of you – so make the best of it! In a few years it might start to fall out – so keep it in good condition and enjoy it.

What is the best way to avoid bad breath?

When should you wash your hands?

How can you avoid unwanted body odour?

How can you look after your hair and nails?



Benefits of wearing clean clothes

Wearing unclean clothes can lead to bad smells, particularly dirty underwear. One issue here is that you might not notice it because you are used to your own smell – but other people will. While others might do the washing for you, you could help them out and take personal responsibility. Also consider that if you shower and then put on dirty clothes you have undone all your good work.

Benefits of taking care of your feet

If you don't wash your feet every day you could end up with smelly infections like athlete's foot – an itchy condition which is easily spread to other people. Always wear a clean pair of socks every day to avoid this. Remember, germs love warm, moist conditions so between your toes is a perfect breeding ground for them.

Taking good care of your teeth and gums

Healthy teeth and gums are about so much more than a nice smile. If you have healthy teeth and gums, you're much more likely to keep your teeth for longer as an adult. Poor dental hygiene makes you have bad breath, tooth decay, gum disease and other unpleasant conditions. Gum disease is where a sticky substance called plaque builds up on your teeth and starts to irritate your gums. If gum disease isn't treated, it can cause your teeth to fall out.

What constitutes good dental hygiene?

You need to get into a good routine to make sure you're really looking after your teeth and gums. Brushing your teeth might not be the most exciting activity in your day, but it's very important and needs to be done twice every day – once before bed and once in the morning. Dentists advise using a fluoride toothpaste and brushing for at least 2 minutes each time.

You should also be flossing your teeth. Get an adult to help you if you're not sure how to do it. You need dental floss (don't use strings or anything else that isn't dental floss) and wrap it around each of your thumbs, leaving about an inch of floss between them. Use this inch of floss to create a 'C' shape around each tooth, and slide the floss up and down the sides of each tooth. Don't worry if you see blood, especially the first time you try it. The bleeding should stop as the gums become healthier. If the bleeding doesn't stop, see a dentist.

What are the benefits of wearing clean clothes?

Benefits of looking after your feet?

What do you know about taking care of your teeth and gums?

Let's watch the following clip and answer the questions from the list below.

--

1-What does good personal hygiene mean?

2-What problems does poor personal hygiene cause?

3-Why do we always need to wash our hands well?

4-Which diseases can be caused through poor personal hygiene?

5-How else, aside from touching, are diseases spread?

6-Why should you wash your face every night?

Fast finisher: What do you think is the most important aspect of hygiene?

You are a celebrity doctor who has been presenting a TV show 'Help me, I'm unhygienic!'
 You have decided to have a Tiktok Q and A hour for your fans.

Post:	What's the main problem here?	Why is this a problem?	Comment back:	Long or short term issues tweet:
<p>@drhygienic I've got a weird itch between my toes. What's that all about?</p>				
<p>@drhygienic This girl I like walks off when I talk to her. What might the issue be?</p>				
<p>@drhygienic There are these white bits in my hair. How can I get rid of them?</p>				
<p>@drhygienic My partner won't kiss me anymore and my friends stand back to talk to me.</p>				
<p>@drhygienic There are never enough places to wash my hands - what can I do?</p>				

Preventing the spread of disease medically.

Watch the video and answer the questions below.

Why is it important to prevent the spread of germs and disease?

What are TWO of the most common ways of germs being spread?

1-

--

2-

Why is it important to clean your hands BOTH before AND after treating a wound?

What are antibodies and how do they help in fighting off disease?

What's the difference between bacterial infections like chlamydia, and viral infections like HIV?

Why are vaccines administered on a schedule?

Why would anyone who has been given this information decide not to vaccinate their child?

--

Blood donations and being a donor

Ok, so it's not too difficult to play our part in preventing the spread of disease with hygiene and vaccinations. But what about giving blood – or even donating organs? Should I sign up to this? How do I do give blood?

The NHS states on their website that they need:

Almost 400 new donors a day to meet demand

Around 135,000 new donors a year to replace those who can no longer donate

40,000 more black donors to meet growing demand for better-matched blood

30,000 new donors with priority blood types such as

O negative every year

More young people to start giving blood so they can make sure that they have enough blood in the future

Match up the key words to the definitions and why they are needed

Key Words	Definitions	Why this is needed
A.I.D.	A sister or brother created to provide a matching organ or cell transplant for a sick sibling.	This science is needed to study how cells develop and how cells from embryos could treat illnesses in the future.
Stem cell research	A woman who carries a child for another woman, usually for a medical reason.	Sometimes a woman's body cannot carry a baby until birth and so although the embryo may be biologically hers, a surrogate might be needed to carry the baby.
Saviour siblings	Artificial insemination by donor.	If science can master stem cell research, it may be possible to help paralysed people to move again by regenerating new cells
Surrogacy	Research on stem cells (the cells from which any body parts can grow)	Sometimes the female needs a male sperm donation if they are part of a lesbian couple or want a child without a male partner.
Embryology	Science that studies the development of embryos and how to use them to cure illness.	Sometimes this is the best way to find a match for the sick child's organ transplant, if other options have failed.

Notes

Lesson 5

EQ: How dangerous are drugs and what are the different types?

KW: Stimulants and depressants

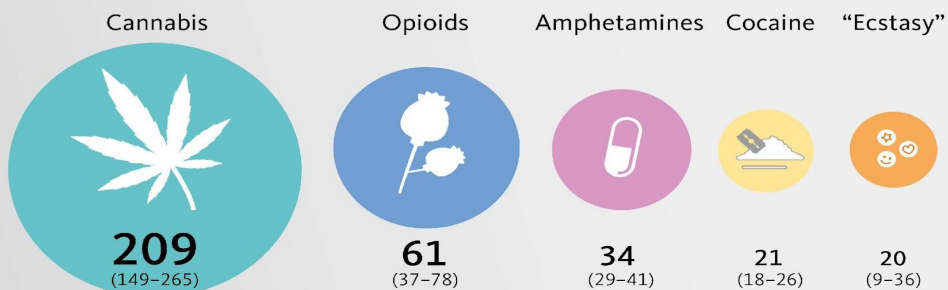
Date:

Do now: How many legal and illegal drugs can you name?



Why do you think drug dependency is known to be prevalent in deprived areas?

GLOBAL ESTIMATES OF THE NUMBERS OF DRUG USERS IN MILLIONS (2020)



Cannabis

Cannabis is a drug that is made from the cannabis plant. It contains a chemical called tetrahydrocannabinol (or THC for short). THC can give pleasant effects, like feelings of being relaxed, calm, and chilled out. It can also cause hallucinations, which means seeing or hearing things which aren't really there. Cannabis is also known as: marijuana, dope, pot, weed, grass, bud, joint, and ganja.

Cannabis is currently illegal in the UK. It is a class B drug.

The effects of cannabis can vary depending on who is taking it and the strength of what they are taking. It can make people hungry, talkative, happy, paranoid, sick, sleepy, giggly, or confused. It can cause hallucinations, which might make colours look different or might make it feel like time is slowing down. Cannabis has been used medicinally in many countries. As well as the chemical THC, cannabis contains cannabidiol (CBD), which is used to relieve pain in people with multiple sclerosis. Another drug, called Naboline, which comes from cannabis, is used for pain relief in people having chemotherapy for cancer. It's thought that THC and CBD could be effective in reducing inflammation, controlling seizures, fighting diseases that affect the immune system (e.g. HIV), and even treating some mental disorders. However, research into these areas is still ongoing and we won't know for sure about these until more trials have been done.

Forms of Medical Marijuana



Other names for it:

Class:

How it might affect you:

Ecstasy

Ecstasy (also known by its chemical name, MDMA) is often seen as the original designer drug because of its high profile links to dance music culture in the late 80s and early 90s. Clubbers took ecstasy to feel energized, happy, to stay awake and to dance for hours. The effects take about half an hour to kick in and tend to last between 3 to 6 hours, followed by a gradual comedown.

The main effects and risks of ecstasy include an energy buzz that makes people feel alert, alive, in tune with their surroundings, and with sounds and colours often experienced as more intense. Users often develop temporary feelings of love and affection for the people they're with and for the strangers around them. There's no way of telling what's in ecstasy until you've swallowed it. There may be negative side effects from other drugs and ingredients added to the E.

The comedown from ecstasy can make people feel lethargic and depressed.

Evidence suggests long-term users can suffer memory problems and may develop depression and anxiety.

Other names for it:

Class:



How it might affect you:

Cocaine

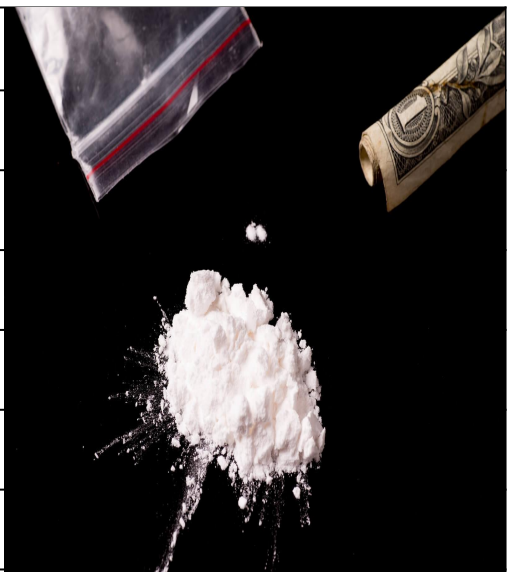
Taking cocaine makes users feel on top of the world, wide-awake, confident and on top of their game – but some people are over-confident on it and so may take very careless risks. Its effect is much like speed (amphetamines), but is usually stronger and doesn't last as long.

It can also have other effects: Raising the body's temperature, making the heart beat faster, reducing feelings of hunger.

Cocaine users have died from overdoses. High doses can raise the body's temperature, cause convulsions and heart failure. Risk of overdosing increases if cocaine is mixed with other drugs or alcohol.

Over time, snorting cocaine will seriously damage the cartilage in your nose that separates the nostrils; and it is not unknown for heavy users to lose their cartilage and end up with just one really big nostril and a mis-shapen nose.

Cocaine is highly risky for anybody with high blood pressure or a heart condition. Even perfectly healthy, young people can have a fit or heart attack after taking too much. Coke', 'freebase' and 'crack' are all Class A drugs – that means they're illegal to have, give away or sell

Other names for it:	
Class:	
How it might affect you:	

Ketamine

Ketamine is an illegal Class B drug - upgraded from Class C in February 2014. The maximum penalty for possession is now five years in prison and 14 for supply. You can get an unlimited fine for both. You may have heard that ketamine is a horse tranquiliser. This is because it is – it’s used by vets to put horses to sleep before operations.

Ketamine isn’t exactly an upbeat party drug. It’s a dissociative, which means it can make you far, far less aware of what’s going on around you – to the point where it can make you pass out - ‘go into a K-Hole’. A K-Hole is where you go into a dream-like state, hallucinating and unable to communicate with others. This puts you at risk of many obvious dangers – falling down stairs, issues crossing the road whilst you degenerate into that state, or being mugged or assaulted whilst passed out at a party. Ketamine is a ‘downer’ meaning it slows down your reactions and is incredibly dangerous to mix with other downers, like alcohol. This is when ketamine sometimes kills.

Some party-goers use ketamine at the very end of a night, to help them ‘come-down’ from drugs which are ‘uppers’ like ecstasy. Ketamine is usually snorted as a powder in very small doses or ‘bumps’ – sometimes off the narrow end of a key to ensure the amount is small enough. In smaller doses, on its own, it won’t make a person listless, but it may still be a very unpleasant experience. A person might begin to slur their words, have mild hallucinations and not be able to keep track of time anymore. This can be a very dangerous side effect of ketamine – your perception of time changes. If you apply that to crossing a busy road, you can see how this could prove fatal.

The next day a person might have horrific abdominal cramps. This is a side effect of ketamine – users have reported buckling over in agony, unexpectedly, after just small but frequent amounts on nights out. This is likely because of ketamine’s effect on the bladder – long-term ketamine users can have debilitating bladder conditions, causing them to pee blood as their bladder deteriorates (known as K-bladder). Some young people have had to actually have their bladders removed due to the damage long-term abuse causes.

Other names for it:
Class:
How it might affect you:



Heroin

Probably known today along with crack and meth as perhaps the most addictive and deadly of the Class A drugs, Heroin gives users a feeling of well-being, bigger doses can make people sleep and vomit. It also is a very strong pain-killer (and used to be used in hospitals – the chemical form still is in rare cases). Even the very first dose of heroin can bring about dizziness and constant vomiting.

Here’s what it could do to you:

Overdoses can lead to coma and even death as in can result in respiratory failure.

If a person has been taking heroin regularly they have built some tolerance, but if you then stop heroin for just for a few days, your tolerance will then rapidly drop – and you risk an overdose by redosing. Other risks, such as HIV and hepatitis come from sharing needles with other users.

If heroin is taken with other drugs, including alcohol, they can work in synergy to slow down the body’s vital systems and an overdose or death is more likely.

Other names for it:
Class:



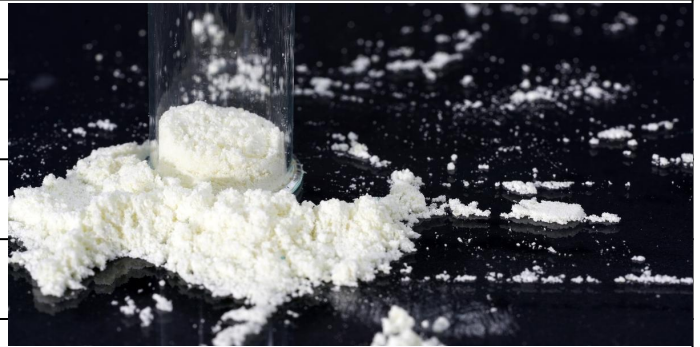
How it might affect you:

PCP

PCP, or Phencyclidine, is an anaesthetic drug that can stop pain but also causes hallucinations. It comes in many forms, such as powder, oil, pills and crystals, and the form it comes in can depend on how 'pure' the drug is ('purity' refers to how contaminated a drug is with other substances.) The drug is often yellow or light brown, and can be swallowed, sniffed, injected or sprayed onto cigarettes. If you take PCP, you might experience hallucinations and changes in the way you think and feel. You may feel happy and upbeat, panicked, stressed and paranoid or believe that others are trying to hurt you. You might become violent and aggressive, even if you are normally calm. You might fall into a deep psychotic state, losing all sense of reality and acting totally differently.

There are many health hazards involved in taking PCP. -You might experience a raised body temperature and convulsions, hurt yourself without realising or your breathing may become shallow and stop altogether, leading to death. Taking PCP can quickly lead to addiction, which carries the risk of overdose when a user takes too much without realising.

Other names for it:



Class:

How it might affect you:

EQ Review: We are going to watch a clip and consider how drug use can affect our lives. Also consider why we have these particular lessons. Why is an awareness of drugs, legal and illegal, really important?



A series of horizontal lines for writing, starting from the top right of the page and extending down to the bottom of the page.

Use this space to create an informative flyer aimed at 15 year olds about the effects of common illegal drugs.

Success criteria: Informative details of the drugs we have looked at today. Clear layout and visually appealing to students your age. Maintain objectivity and stick to the facts. Sketch of each drug to accompany written description of drug.

Further information

It's perfectly normal to have lots of questions! You can always:

- Ask your teachers
- Go to the information stall in the Hall when Yzup visit
- Go to one of the really useful websites below

Talk to Frank

<https://www.talktofrank.com/>

Why Not Find Out

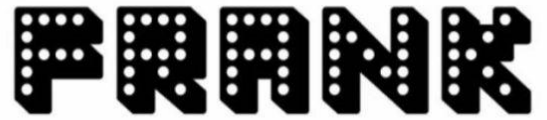
<http://www.wnfo.org.uk/>

Rise Above

<https://riseabove.org.uk/tag/drinking-smoking-drugs/>

Drugs and Me

<https://www.drugsand.me/en/>



0800 77 66 00 talktofrank.com

Friendly, confidential drugs advice

Post Unit Confidence Checker

BEFORE LEARNING THE UNIT	1 (low)	2	3	4	5	6	7	8	9	10 (high)
L1: I can confidently explain what is meant by having a positive body image.										
L1: I can identify some of the influences that affect my view of my body image.										
L1: I understand that models used in advertising do not necessarily reflect reality.										
L2: I understand what is meant be self-esteem.										
L2: I can recognise when my self-esteem is low and what it can impact.										
L2: I have strategies to improve my self-esteem.										
L3: I understand what is meant by self-harm.										
L3: I know what do if I am having negative thoughts and feel unsafe.										
L4: I understand what is meant by vaccines.										
L4: I understand the value of vaccines in supporting human health.										
L4: I know the importance of staying clean and hygenic.										
L5: I can recognise common illegal drugs.										
L5: I understand the likely effects of taking these drugs.										
L5: I understand what the consequences might be of taking certain drugs.										

