

# Immunisation and health screening

## LEARNING OUTCOMES

- To understand the purpose of immunisation and screening programmes
- To be aware of the immunisation and screening services that are available throughout life



## RESOURCES

- A selection of leaflets about immunisation and screening
- Copies of Resources 1–3
- Copies of Resource 4 (Activity 1 Support)
- Scenario cards prepared from Resources 5–6

## RELATED THEMES

Registering with a GP (pages 155–163)

### HEALTH SKILLS

The continued success of immunisation and screening programmes relies on the public responding to invitations to participate. There is a lot of conflicting information and a lot to discuss.

This theme is a starting point for people to find out about immunisation and screening programmes and to talk about any concerns they may have. There are many opportunities within this theme for discussion and this will need to be managed by the teacher to prevent it becoming too diversionary.

#### Related health information

Additional information on immunisation and screening on the following websites:

- [www.immunisation.nhs.uk](http://www.immunisation.nhs.uk)
- [www.direct.gov.uk](http://www.direct.gov.uk)
- [www.cancerscreening.nhs.uk](http://www.cancerscreening.nhs.uk)
- [www.cancerbacup.org.uk](http://www.cancerbacup.org.uk)

### SKILLS FOR LIFE

In order to get the maximum benefit from immunisation and screening programmes, learners need to be able to:

- extract information from leaflets and other written text
- understand dates in terms of months and years
- understand the terminology relating to immunisation and screening.

#### Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- extract information from tables used in NHS immunisation and screening programmes (NHD1/E3.1)
- understand that as potential recipients they may be grouped within certain age ranges (NHD1/L1.4)
- calculate using time (weeks / months / years) (NMSS1/E3.3)
- use table format and headings to extract information (LRt/E3.5)
- extract information from written text (LRt/L1.5)
- understand specialist key words (LRw/E3.1).

- Use Resource 1 to prompt discussion on NHS immunisation and screening programmes. Invite learners to share their knowledge about immunisation and screening.
- Support learners as they look up the words 'immunisation' and 'screening' in the glossary or in dictionaries. Agree a definition as a group and give examples. Put these on the board or OHT.
- Ask questions that help learners to identify the difference between immunisation and screening. Establish that immunisation is a preventative programme. Screening is an early warning system of potential health problems which allows appropriate treatment / care to be put into place to stop (or slow) further development. Use available information leaflets and learners' experience to support them with this process.

Note: be aware that some people may find these topics difficult to discuss from a personal point of view. A sensitive approach will be needed.

*What is the difference between immunisation and screening?*

*Can you remember being immunised against a particular disease? What was the disease? How old were you?*

*Do you know of any screening programmes? Have you ever been invited for screening?*

### ACTIVITY 1

#### Extract information about immunisation programmes from a table

- Ask learners to consider when a person would expect to go through an immunisation programme (i.e. at what stages in their life).
- Refer to Resources 2 and 3, which show the NHS childhood immunisation programme, NHS adult immunisation programme and NHS screening programme. Check that learners know how to read information in a tabular format.
- Establish the meaning of the abbreviations shown on Resource 2: 'Hib', 'MMR', 'BCG', 'flu'. Use the glossary with learners to look these up.
- Focus on the pronunciation of the different diseases in the immunisation / screening tables so that learners feel confident reading and saying the words.
- Practise extracting information from the table by asking questions. For example:
  - What immunisation injection do babies have at around 13 months old? (MMR / measles, mumps, rubella and pneumococcal (PCV))
  - How many doses of meningitis C vaccine will a baby have had by the time she is 5 months old? (2)
  - When can babies have their first immunisation injections? How many weeks old are they? (2 months old / 8–9 weeks)
  - How old are children when they are offered their last immunisation injection? What will it protect them against? (13–18 years old; diphtheria, tetanus and polio)
  - How old are most adults when they are first offered an injection against influenza? (65 years old or earlier if they fall into a clinical at-risk group)
- Draw attention to the information about BCG immunisation at the bottom of the table and explain this to the group.
- Discuss why ages are set by the programme and why some are given as a range (e.g. 3 to 5 years). Ensure learners understand that an **age range** includes all the ages in between. Point out that these are

*Who can have an immunisation programme?*

*Can you think of any other time as an adult when you may need to be immunised against various diseases?*

guidelines, and that if a child misses an injection it is still possible to have it, even when they are older than the guideline age.

- Draw attention to the fact that people may need additional immunisation or boosters when they are adults. For example, travel vaccinations; other people with long-term conditions such as diabetes or serious heart, liver, or kidney problems, will need an annual flu vaccination.

### Support

- The language in the tables may be daunting. Be prepared to spend time making sure that learners can recognise and use the terminology. Use the language frequently and always give full versions when using abbreviations such as MMR. This will increase learners' confidence with the words and reinforce their understanding of the abbreviations.
- Some learners find it useful to use a straight edge such as a ruler or piece of card to assist with tracking across rows and columns in tables.
- Age ranges and ages in weeks, months and years may need reinforcing. Use the baby timeline (Resource 4) to help with this.

### ESOL

- Encourage learners to share any words they know already, and to look up others in a bilingual dictionary if available.
- Discuss any everyday equivalents (e.g. 'rubella' – 'German measles'). Ask learners to record words in a table: medical word, translation, and everyday word if applicable.
- Point out that immunisation and screening information is available in a range of languages.

## ACTIVITY 2

### Extract information about screening programmes from a table

- Remind learners of their definition of screening.
- Discuss the three different screening programmes on Resource 3. Ask learners to share knowledge they already have about screening, and allow time for discussion about the benefits of screening.
- Remind learners how to find information in the tables.
- Ask questions that require learners to use the information in the tables and to count forwards and backwards in annual increments.
- Discuss circumstances when individuals may receive screening outside of the age ranges covered by the screening programme (e.g. based on personal health issues and family history).
- Direct learners towards additional information if appropriate. Learners may be interested to talk about other types of screening such as hearing and eye tests and also prostate cancer testing.

### Support

Age ranges (e.g. 50 to 64) may be a difficult concept for learners to grasp. Use a simple timeline to demonstrate this.

### ESOL

- Screening and immunisation programmes may be a new concept to some new entrants to the country. Spend some time explaining the services available and encouraging learners to seek advice.
- Some learners may benefit from pairing up with native English speakers for this activity.

*Can you still have a mammogram after the age of 70?*

*When does the bowel cancer screening programme start?*

*How often do women have a cervical smear test?*

### ACTIVITY 3

#### Discuss the immunisation and screening needs of different individuals

- In pairs, ask learners to choose one of the immunisation scenario cards from Resource 5 and to find the information to answer the question in the tables on Resource 2.
- Continue with the other cards on Resource 5. Learners can record their answers in writing or present them verbally to the group.
- Repeat the activity, but this time using the screening programme scenario cards on Resource 6. Learners should locate the information in the tables on Resource 3.

#### Support

- Read the scenario cards to the learners, emphasising the key points.
- Discuss the scenarios with the learners, prompting them to say which rows / columns of information they will use to find the information they need.
- Ensure learners understand that the age ranges give an upper and lower age limit and include all the ages in between.

#### ESOL

Screening and immunisation may be a sensitive topic for some learners. This may be because of cultural differences, particularly for some women, who may, for example, find talking about breast screening embarrassing. It is probably easier to broach the subject by starting with children and immunisation.

#### TIP

Point out the emboldened key words to help learners read the cards.

#### Action

- To practise and extend the skills of reading and interpreting information in tables, ask students to find out about immunisations required to travel abroad. (Visit websites or use leaflets from GP practices.)
- Record personal and, if possible, family details about immunisation and screening tests carried out.
- For those with young children, the timeline could be adapted so that they can record immunisation dates for their children.

*What immunisations and screening tests have you or your family had?*

# Immunisation and health screening

## RESOURCE 1

The NHS runs an **immunisation programme** to protect against many diseases. It also has **screening programmes** to check for some types of cancer.



How does **immunisation** work?

Who is it for?

What happens if we miss the first appointment?

What diseases does it protect against?

Are there any risks?



How does **screening** work?

Who is it for?

How are the tests carried out?

Which cancers can be screened for?

Are there other things that I can be screened for?

How can I find out more?

## NHS immunisation programmes

### Childhood immunisation programme

When to immunise	How	What it protects against
2 months old	1 injection 1 injection	Diphtheria, tetanus, pertussis (whooping cough), polio and Hib <b>1st dose</b> Pneumococcal infections <b>1st dose</b>
3 months old	1 injection 1 injection	Diphtheria, tetanus, pertussis (whooping cough), polio and Hib <b>2nd dose</b> Meningitis C <b>1st dose</b>
4 months old		Diphtheria, tetanus, pertussis (whooping cough), polio and Hib <b>3rd dose</b> Pneumococcal infections <b>2nd dose</b> Meningitis C <b>2nd dose</b>
Around 12 months old	1 injection	Hib and meningitis C <b>boosters</b>
Around 13 months old	1 injection 1 injection	Measles, mumps and rubella (MMR) <b>1st dose</b> Pneumococcal infections <b>3rd dose</b>
3 to 5 years old (preschool)	1 injection	Diphtheria, tetanus, pertussis (whooping cough), polio <b>4th dose</b> Measles, mumps and rubella (MMR) <b>2nd dose</b>
12 to 13 years (year 8) <b>GIRLS ONLY</b>	3 injections over 3 to 6 months	Cervical cancer caused by human papillomavirus types 16 and 18
13 to 18 years old	1 injection	Diphtheria, tetanus and polio <b>5th dose</b>

Note: The BCG immunisation programme against tuberculosis previously took place in schools for 10 to 14-year-old children. This has recently been replaced by a programme which targets 'at risk' families and / or people moving into the country from areas where the disease is more common.

### Adult immunisation programme

When to immunise	How	What it protects against
age 65 and over	1 injection (for majority of people once in their lifetime)	pneumococcal infections
age 65 and over, and younger people with long-term conditions	1 injection every year	influenza (flu)

## NHS screening programmes

Programme	Who is screened	How often	How is it done
cervical screening programme	women age 25 to 49	every 3 years	cervical smear test  (a nurse takes a sample of cells from the neck of the womb)
	women age 50 to 64	every 5 years	
	women age 65 and over	only if you have not been screened since age 50 or if you have had recent abnormal tests	

Programme	Who is screened	How often	How is it done
breast cancer screening programme	women age 50 to 70*	every 3 years	mammogram  (similar to an X-ray machine)

\*After the age of 70, women are not automatically invited for breast screening. They are still entitled to be screened every 3 years if they ask. It is recommended that women over 70 make their own appointment.

# Immunisation and health screening

RESOURCE 4

## Baby timeline

1 week old
2 weeks old
3 weeks old
4 weeks old
5 weeks old
6 weeks old
7 weeks old
8 weeks old
9 weeks old
10 weeks old
11 weeks old

2 months old

1 month old

12 weeks old
13 weeks old
14 weeks old
15 weeks old
16 weeks old
17 weeks old
18 weeks old
19 weeks old
20 weeks old
21 weeks old
22 weeks old

5 months old

4 months old

3 months old

1 month old
2 months old
3 months old
4 months old
5 months old
6 months old
7 months old
8 months old
9 months old
10 months old
11 months old
12 months old

1 year old



- 1 Jess is 16 years old.  
How many doses has she had against tetanus?



- 2 Emin is 15 years old.  
He is going to be immunised against diphtheria, tetanus and polio. How many injections will he be given?



- 3 George is 69. Last year he had an injection to protect him against flu.  
Will he need another injection this year?



- 4 Gavin is 6 months old.  
How many injections should he have had up to now?



- 5 Lisa is 4½ years old.  
Should she have an MMR injection before she starts her new school?



- 6 James is just 10 weeks old.  
He has come to live in Britain with his parents. He has not been immunised.  
How many injections has he missed?



# Immunisation and health screening

## RESOURCE 6

1 Sheila is **55 years old**. She had her last cervical smear test **2 years ago**.

**When** is her next one due?



2 Joan is **65 years old**. She had her last mammogram **2 years ago**.

**When** is her next one due?



3 Trudy was **70** when she was last screened for breast cancer. That was **3 years ago**.

**When** will she be invited for screening again?



4 Mary is **33**.

**How often** should she go for a routine smear test?



5 Carla is **24**.

**When** should she get her **first invitation** for routine cervical screening?



There are no audio scripts for this theme.

## ACTIVITY 3 / Resources 5–6

### Immunisation

- 1 **Jess** will have had 4 or 5 doses against tetanus.
- 2 **Emin** will have 1 injection to protect him from diphtheria, tetanus and polio.
- 3 Yes. **George** will need another flu injection this year.
- 4 **Gavin** should have had 7 injections by now.
- 5 Yes. **Lisa** should have had an MMR injection when she was about 13 months old and she should have a second one before she starts her new school.
- 6 **James** has missed 2 injections, but he can still start the immunisation programme. A child beginning an immunisation programme late will still need to complete the full course of injections. (Any child that has come from a high-risk area for tuberculosis, should also have the BCG vaccination.)

### Screening

- 1 **Sheila** should have a cervical smear every 5 years. Her next one is due in 3 years' time.
- 2 **Joan** should have her next mammogram in a year's time.
- 3 **Trudy** is now over the age of 70. She will no longer be invited for breast cancer screening. She must ask her doctor to make an appointment for her.
- 4 **Mary** should go for a routine smear test every 3 years.
- 5 **Carla** should get her first invitation for routine cervical screening when she is 25.