



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Be thoughtful about how some pupils may view their bodies or their bodies may be viewed by others. Think of ways to ensure they feel safe and positive about participating.
- This lesson is about personal hygiene, but it is also about taking responsibility, so we don't pass on infections to others. In this way we are very gently introducing the concept of sexually transmitted infection prevention. We will give clear messages about not touching another's blood, a good prevention message related to HIV and other blood borne viruses, such as hepatitis.



Resources required

- Interactive whiteboard resource: Keeping clean and not spreading germs.
- Paper.
- Pens.
- Worksheet L: Bodycare. Yasmine and Tom Body Outlines.
- Teacher helpsheet G: Keeping clean and not spreading germs.



Aim of lesson

- To feel good about our bodies and to understand more about keeping clean and not spreading germs.



Learning outcomes

- I can tell you at least one brilliant thing about my body.
- I can explain which parts of the body I particularly need to keep clean as I get older.



Key questions

- What do I like about my body?
- What is brilliant about what my body can do?
- How are germs spread?
- How do we keep clean and healthy?



Differentiation

- This lesson should be accessible to most children. Some pupils may need to be supported with the cutting and sticking activity.



Introduction to lesson

1. Remind class of *ground rules* focusing on any that they may have had trouble keeping in previous lessons.
2. Ask pupils to discuss the following two questions with their *talk partner*. Encourage a focus on how amazing bodies are. So, for example our hands dress us, they mean we can write, climb, wheel a wheelchair etc. *Be aware of pupils with physical disabilities and encourage focus on all the things their body can do.*
 - a. What do you like about your body?
 - b. What is brilliant about what your body can do?
3. Feedback. Remind pupils that saying mean things about someone else's body would be unkind and would not support school rules or values. If it was happening regularly it would be bullying. Remind pupils what to do if they saw or heard this behaviour.



Activities

4. Put pupils into small groups: 2-4 and handout A3 versions of the Yasmine and Tom body outlines. Ask pupils to draw or write on these to illustrate all the things we can do to keep our bodies healthy. For example, exercise, eating fruit and vegetables, sleep, keep clean. This activity can be used to baseline assess understanding of this topic.
5. As a whole class discuss why it is important to keep our bodies clean?
 - a. To prevent body odour or being smelly.
 - b. To keep our bodies healthy and when we are poorly to stop us spreading germs.
6. Ask the class to go back to their pictures of Yasmine and Tom and to circle where they need to think about washing. For example, their hands, neck, hair, armpits, personal and private body parts, teeth. Or when they are in the shower and bath and in the mornings and evenings.
7. Explain to pupils that as they get older and go through puberty, they need to take particular care to wash their armpits and their personal and private parts. Everyone needs to be gentle, children with vulvas should only use water, as soap might make them itch. Children with a penis and a foreskin should pull this back gently and wash with soap. Use the knowledge sheet to support this explanation or ask pupils to read it themselves.
8. Finally explain that when we are poorly, we are also responsible for trying not to spread germs.
9. Show the interaction. Ask the children to say how infections are spread between people. Touch the areas on the board which will cover the following:
 - a. sneezing
 - b. putting dirty hands in mouths
 - c. touching others
 - d. infections from cuts
 - e. breathing in germs.



Activities Continued

Ask how we might be able to avoid some of these.

- f. Tissues.
 - g. Washing hands, particularly after going to the toilet and before touching food.
 - h. Plasters on cuts.*
 - i. Don't drink from others' cups etc.
10. Sprinkle some glitter on the hands of two or three children and ask them to wash the glitter off with water. They might find it quite difficult to get all the glitter off. At this point, repeat the experiment and now ask them to wash their hands again but with water and soap this time. You can explain that the glitter represents germs, which is why it's so important to wash our hands with soap. Also, to show them how germs are spread by touch, put glitter on your hand and ask permission to touch a child's shoulder, hands and hair. Be aware that discussion about germs may make some children anxious, and so ensure a balanced discussion about germs.

**be really clear with pupils that germs can be carried in blood and so they must avoid touching other's blood. Explain that this is why adults wear plastic gloves when they are giving first aid to someone who has cut themselves. Also explain that this is why we should never pick up syringes or needles, as these may have other people's blood on them.*



Plenary and assessment

- As an assessment of understanding of personal hygiene give everyone a piece of paper and ask them to draw a line down the middle, put a heading of morning on one side and evening on the other. Then ask them to list all the ways they keep clean at those times. These can be collected in to review pupil's understanding of personal hygiene.



Embedding learning

- Use opportunities, such as in PE to have a positive focus on all the things our bodies can do, with appropriate sensitivity to those with disabilities. Fostering a positive sense of physical bodies may be a protective factor from negative body image.
- Use other PSHE lessons to support work on healthy bodies and healthy minds including eating, sleep, relaxation techniques.



Additional resources to support learning

- The teacher helpsheet, and the NHS page on handwashing may be helpful to support teacher knowledge of this area <https://www.nhs.uk/Livewell/homehygiene/Pages/how-to-wash-your-hands-properly.aspx>*

* FPA referral does not mean external resources and links are approved by the PSHE Association.