| **SRE / Personal Safety and Hygiene****for Foundation Phase** | | | | **Year: Foundation phase (N/R & Yr1/2)**  **Term:** | | **Time:**  **Lesson 4 of 4** |
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| **LEARNING OBJECTIVES** | **LEARNING & TEACHING**  **SUGGESTED ACTIVITIES** | | **RESOURCES & MATERIALS** | | **FP AREA OF LEARNING** | **FP SKILLS / RANGE** |
| **Lesson 4: Keeping Clean** To understand what areas most need cleaning, how to keep clean and what to use | Before the session - be mindful that some children may not be as clean as others through no fault of their own, so remind pupils of the **ground rules** e.g. being kind, respecting each other.  **Introduction** – Let the children know that they are going to be learning about how to keep clean.  *Optional - read an introductory story e.g. Brian the Smelly Bear or Dirty Bertie.*  Ask the pupils why it is important to keep clean e.g. so they don’t smell, to get rid of germs, to look nice.  **N/R Introduction -** **How do we get messy and dirty?** – Go on a hunt around the school and find (and photograph) places where we get messy or dirty e.g. playground, outdoor learning areas, painting/sand play, cooking area, garden, toilet, PE in hall (barefoot). Alternatively, discuss some photos of the above.  **What parts are most important to keep clean?**  **N/R** - Use a doll or teddy to prompt children to identify the most important areas that get dirty or smelly if not kept clean (refer to how they get dirty).  *(Continued overleaf…)* | | *Optional books*- *Brian the Smelly Bear by Mark Chambers*, or *Dirty Bertie by David Roberts, or The Smelly Book by Babette Cole.*  Optional – Camera / iPad  Optional – photos of areas in the school  Doll / teddy  Alternative – Photo prompts. | | Personal and Social Development, Well-being and Cultural Diversity | Personal Development –  Become independent in their *personal hygiene needs* and to be more aware of personal safety |
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|  | | **Year 1 / 2** - In pairs, give the children the outline of a body. Ask them to colour in the main areas that could get smelly if not kept clean. *Alternatively*, use the body floor mat with a larger group and ask them to place the ‘Bad Smell’ pictures in the main areas that could get smelly if not kept clean – armpits, feet, mouth, hair, private parts. Also discuss that hands need to be kept clean as they may have germs on them that we cannot see, which could make us ill if they enter our body.  **Ways to keep clean** – From the above activity, discuss what they could do to make sure those areas are kept clean e.g. brushing teeth, washing hands, cutting nails, showering/bathing, washing hair, wearing clean clothes. This could be a drawing activity. (See *N/R activities below)*  *(Continued overleaf…)* | Sheet with an outline of a body, colouring pencils.  *Alternatively* use the Body Floor mat with the ‘Bad Smell’ emoticon cut-outs  (*Another alternative activity is to do a sorting activity for the parts of the body that are most likely to get dirty/smelly*)  Drawing equipment | |  |  |

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|  | **N/R** – Use the doll / teddy to show the different actions of cleaning and ask the pupils to call out what it is e.g. brushing teeth, putting on clean clothes etc.  Discuss *when it is a good time to do each routine* and ask them to think about *what they can do themselves (*e.g. wash hands*) and what they need help with* (e.g. running a bath)  **Year 1 / 2 –** Ask pupils to draw pictures / posters relating to one of the routines and when / what time of day they would do it. More able children could do a sequencing activity / timeline for when these routines are carried out in the day. Alternatively, create a video using an iPad/tablet.  **What to use to keep clean and tidy –**  **N/R – role play as above with doll / teddy**  **Year 1 / 2 -** using a bag of empty hygiene items (or photos), ask for volunteers to *secretly* look at one item in the bag and mime how to use it to keep clean and tidy (may need help from teacher to decide what to do). *(Continued overleaf…)* | Doll / teddy and props (e.g. toothbrush and paste, dolls clothes, hand wash, hairbrush, shampoo, shower gel, sponge)  Drawing equipment  *Optional – iPad/tablet.*  Bag of empty hygiene items or photos – e.g. soap, sponge, flannel, handwash, hairbrush, towel, toothbrush, toothpaste, shower gel, shampoo. | |  |  |

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|  | Ask the rest of the class to *guess what the activity is and what item their classmate is using* e.g.   * Showering – shower gel * Bathing – sponge or soap * Washing face – flannel * Washing hands – hand wash * Brushing hair – brush or comb * Brushing teeth – toothbrush and toothpaste * Washing hair - shampoo   **Extension activities – N/R –** Use Persona doll / teddy to role play hygiene scenarios for pupils to identify what is wrong and what the doll should do e.g. doll with toothache (brush teeth, see dentist), eating snack after playing in the sandpit (wash and dry hands before eating).  **Year 1 / 2** - Pupils could write shopping lists or develop an advice leaflet/video relating to the above.  *(Continued overleaf…)* | Doll / teddy  Writing / drawing equipment | |  |  |

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|  | **Recap** (All) - Review what the children have learnt – why it is important to keep clean, some ways to keep clean, what they can do for themselves and what they need help with.  **Suggested additional lesson** – Deliver the GlitterBugs hand-washing lesson using the kits from Healthy Schools, to explore how to wash hands properly and when to wash them. Follow up activities could include posters / flow diagrams / sequencing of the steps to washing hands properly, plus *when* to wash them.  Also link this hygiene lesson to visits from outside agencies e.g. Designed to Smile, dentist. | GlitterBugs hand-washing kits from the Healthy Schools team | |  |  |