

Title of Rubric: Personal hygiene and health

In this unit, pupils will develop an understanding and awareness of personal hygiene routines, how to follow them and why they are important. They will also develop an understanding of the local health services available to them and the treatments that they offer. Pupils will identify how often they should visit the various services. Pupils will explore how to care for their own health and the benefits of accessing health services regularly. They will also understand what health problems can occur if health services are not attended regularly.

Learning Outcomes:

Hygiene

- To recognise/identify ADLs;
- To select/identify/describe the items needed to carry out each ADL;
- To sort/create a routine/steps of how to carry out ADL and to state how often.
- To describe/explain the importance of attending to ADLs. (HAP)

Health

- To recognise/identify local health services
- To identify reasons to visit local health services, including regular visits e.g. dentist every 6 months.
- To identify ways to keep healthy through self care e.g. avoid tooth decay by brushing teeth twice a day, increase fluid intake and rest when have a cold.

RRS Articles:

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Key vocabulary: Used in context, spoken, signed or symbols:

Activities of daily living (ADLs)

- Showering/bathing
- Shaving
- Using deodorant- antiperspirant
- Brushing teeth and flossing
- Washing hair

Local health service

- GP
- Dentist

- Optician
- A&E

	OU WTE1	OU E1	OU E2	OU E3	OU L1
Key learning: Personal hygiene and attending to ADLs					
<u>Subject specific knowledge</u>	<p>Pupils will know parts of the body that need to be cleaned regularly e.g. face, teeth, arm pits, gentiles, ears, nails, hands</p> <p>Pupils will select what items are needed to carry out an ADL from a choice of 2 e.g. toothpaste and brush to brush teeth</p>	<p>Pupils will recognise parts of the body that need to be cleaned regularly from a list</p> <p>Pupils will identify what items are needed to carry out an ADL a range of 5 products</p> <p>Pupils will be able to create own hygiene routine from given images</p>	<p>Pupils will write own list of body parts that need to be cleaned regularly</p> <p>Pupils will know which hygiene products are needed for daily routine</p> <p>Pupils will be able to plan their own hygiene routine containing at least 5 steps</p> <p>Pupils will locate safety instructions on hygiene product labels</p>	<p>Pupils outline parts of the body that need to be cleaned regularly and give at least one reason why</p> <p>Pupils will be able to give at least one reason why specified products are used to clean each area e.g. using fluoride toothpaste helps to strengthen enamel</p> <p>Pupils will be able to plan their own hygiene routine and follow each step for an appropriate amount of time e.g. ensuring teeth are brushed for 2 minutes</p>	<p>Pupils will be able to explain why parts of the body need to be cleaned regularly</p> <p>Pupils will be able to give a disadvantage of using incorrect products e.g. using body spray instead of antiperspirant</p> <p>Pupils will evaluate their personal hygiene routines and give simple explanation for each step</p>
<u>Subject specific skills</u>	<p>Pupils will be able to identify body parts by pointing</p> <p>Pupils will match symbol to correct body part</p> <p>Pupils will be able to follow 4 steps to complete a basic hygiene routine e.g. brushing teeth</p>	<p>Pupils to follow own hygiene routine with supervision</p> <p>Pupils will use the correct hygiene product to carry out hygiene routine</p>	<p>Pupils will be able to sequence and carry out own hygiene routine</p> <p>Pupils will be able to create a list of products</p> <p>Pupils will be able to follow the safety advice to use hygiene products</p>	<p>Pupils will be able to carry out their own hygiene routine independently</p> <p>Pupils will use hygiene products safely</p>	<p>Pupils will be able to use and explain how to use a product safely e.g. to spray deodorant with caution and ensure it does not go into your eyes</p>
Key Learning: Personal health					
<u>Subject specific knowledge</u>	<p>Pupils will recognise safe strangers and their job roles using symbols/images and key words with support, e.g. dentist cleans teeth.</p>	<p>Pupils will identify 2 treatments/services of 5 local health services. E.g. doctor can carry out general health check and prescribe medicine if required.</p>	<p>Pupils will identify which health services require regular visits a year e.g. dentist every 6 months</p> <p>Pupils will outline 3 simple ways to keep healthy through self-care e.g. to rest when you have a cold</p>	<p>Pupils will be able to give at least two reasons why it is important to keep up with regular check-ups e.g. visiting the dentist helps to keep teeth healthy</p>	<p>Pupils will explain what can happen if you do not regularly visit health services e.g. teeth can start to decay without treatment</p> <p>Pupils will be able to locate their local health services on a map</p>

<p><u>Subject specific skills</u></p>	<p>Pupils will match the symbols/images of safe strangers to their job role.</p> <p>Pupils will match body part to service e.g. dentist and teeth, doctor to body.</p>	<p>Pupils will identify 5 local health services from a list.</p> <p>Pupils will create a mind map of 5 health services and the treatments they offer using a word bank for support</p>	<p>Pupils will sort services based on frequency of visit e.g. weekly, monthly, yearly</p> <p>Pupils will be able to create a list of ways to keep healthy through self-care</p>	<p>Pupils will research local health service websites to understand their purpose and what advice/treatments they can offer</p>	<p>Pupils will explain the importance of 6 health services and how to get in contact with these services</p>
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Online resources
<https://life-skills.middletonautism.com/strategies/self-care-activities/personal-hygiene/>
<https://www.pinterest.co.uk/pin/53761789277581265/>

Evidencing Work