

RELATIONSHIPS EDUCATION

MODULE D Being Safe

O26 - Looking after my body and being respectful to others

Year 1
Summer Term: Lesson 1



Lesson Overview

Lesson 1: Looking after my body and being respectful to others

**Engage
&
Activate**

Paired & Independent Activities

Keeping my body healthy



20 minutes

**Explore
&
Explain**

Whole Class Activity

Safe and unsafe touch



15 minutes

**Elaborate
&
Reflect**

Whole Class & Paired Activities

Saying, 'NO!'



10 minutes

**Evaluate
&
Review**

Whole Class Activity

Review learning



15 minutes

Lesson Plan

Lesson 1: Looking after my body and being respectful to others

Aim

To understand how to look after my body and the difference between appropriate & inappropriate touch

Lesson Objectives

In this lesson pupils will:

Recognise that their bodies are a gift, and they need to look after them

Know the difference between safe and unsafe touch

Describe what to do when they feel contact is unsafe or inappropriate

Learning Outcomes

By the end of this lesson pupils will have:

Discussed ways in which they can look after their bodies

Differentiated between safe touch and unsafe touch by giving examples

Identified how to respond to an unsafe touch

Key Vocabulary

healthy

comfortable

private parts

unsafe

Resources



Video



Pens / Pencils



Resource sheets



Hall



Teddy bear

Lesson Plan

Engage
&
Activate

Lesson 1: Looking after my body and being respectful to others

Paired & Independent Activities

Keeping my body healthy

Inform pupils that in this lesson we will be learning about why our bodies are important and how we can look after them.

Explain that our bodies are very special; Allah has given us our bodies as a gift, therefore it is important that we try our best to look after them.

Ask pupils, in pairs, to **discuss** ways in which we can look after our bodies.

Ask each pair to **share one** way we can look after our bodies with the rest of the class.

Inform pupils that we will **watch** a short video to give us some further tips on how we can keep our bodies healthy.

Pupils **watch** the video: 'Keeping my Body Healthy'.

Ask pupils what can we do to stay healthy? For e.g., drink plenty of water , exercise, eat healthy foods.



https://www.youtube.com/watch?v=sQN8HWl6Svk&ab_channel=BBCTeach

Lesson Plan

Engage
&
Activate

Lesson 1: Looking after my body and being respectful to others

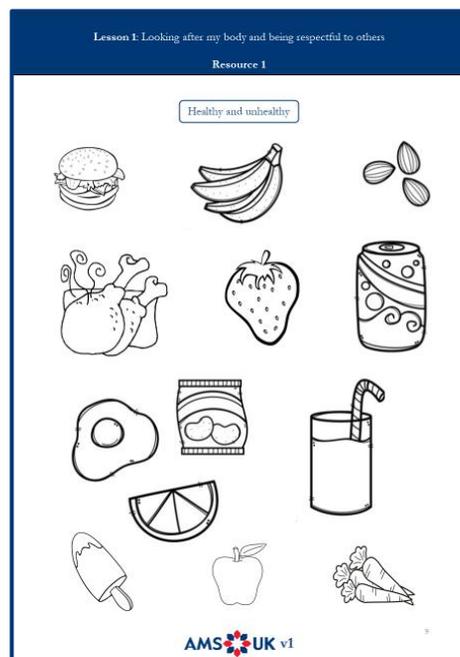
Paired & Independent Activities

Keeping my body healthy

Give each pupil **Resource 1: Healthy and unhealthy foods**.

Explain that we need to eat healthy foods so we can grow fit and strong.

Ask pupils to colour in all the healthy foods on the sheet and to put a cross on all the unhealthy ones.



Introduce learning objectives and learning outcomes.

Use children friendly alternatives:
In this lesson I will:

- **Know** that my body is a gift from Allah and I need to look after it
- **Find out** the difference between a safe and unsafe touch
- **Describe** what to do when I feel contact is unsafe or inappropriate

Discuss key vocabulary and **share** definitions.

healthy	how to keep our body working at its best
comfortable	relaxed and free from pain
private parts	parts of our body that are covered by trunks or swimsuits
unsafe	not safe or dangerous

Lesson Plan

Explore
&
Explain

Lesson 1: Looking after my body and being respectful to others

Whole Class Activity

Safe and unsafe touch

Introduce pupils to Ted the grizzly bear (toy teddy bear).

Ask one pupil to come up and **shake** Ted's hand. Explain that this was a **safe touch**. Ted felt comfortable.

Ask another pupil to come and shake Ted's hand in a very rough way – **explain** this is an **unsafe touch**. Ted got upset, it was uncomfortable for him.

Model 'safe' and 'unsafe' touches, for example, holding hand/gripping hand; patting/hitting; tagging/pushing; hugging/restraining etc.

Emphasise that not everybody likes the same safe touches, you need to find out if your friends like certain safe touches. For example, Maryam doesn't like holding hands with her friend Zaynab but Zaynab loves holding hands with all her best friends.

Ask pupils to talk to their partner about which safe touches they like and which safe touches they don't like.

Watch the 'Pants video' about private parts.

Explain that one other **unsafe** touch is when someone touches you inappropriately, for example touching your private parts.



<https://www.youtube.com/watch?v=-1L07JOGU5o>

Lesson Plan

Elaborate
&
Reflect

Lesson 1: Looking after my body and being respectful to others

Whole Class & Paired Activities

Saying, 'NO!'

Ask pupils:

- What do your pants cover?
 - Private parts.
- What should you do if someone wants to see your private parts?
 - Shout, 'NO!' and tell someone you trust straight away.
- What should you do if someone wants to touch your private parts?
 - Shout, 'NO!' and tell someone you trust straight away.
- Who are the people we trust?
 - Our parents, teachers, brothers and sisters.

Ask the children to **practice** in pairs saying, 'NO' or 'Stop it, I don't like that!' in a strong, polite voice, to deal with situations where their personal boundaries have been crossed or they've been touched in a way they don't like.

Lesson Plan

Evaluate
&
Review

Lesson 1: Looking after my body and being respectful to others

Whole Class Activity

Review learning

A large, empty space is required for this activity, for e.g., a school hall

Place ‘True’ on one wall of the hall and ‘False’ on the opposite wall of the hall.

Ask pupils to stand in the middle of the hall and to **listen** very carefully to the instructions.

Inform them that you will **read** out some sentences about ways in which they can look after themselves (**Resource 2**).

If the sentence read out is true, they should **jog** towards the ‘True’ wall and place the hand on the wall, if they feel the sentence is not true, they should **jog** towards the ‘False’ wall and place their hand on the wall.

Briefly discuss why each sentence is true or false after each round.

Lesson 1: Looking after my body and being respectful to others

Resource 2

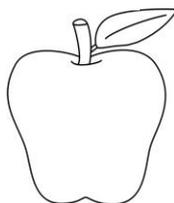
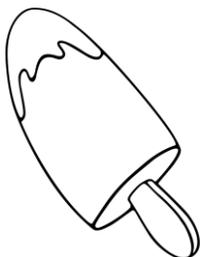
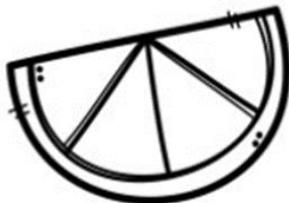
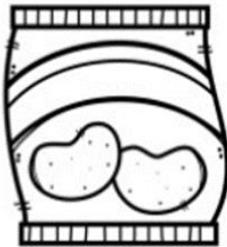
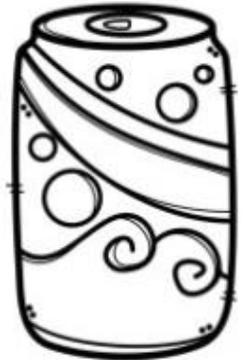
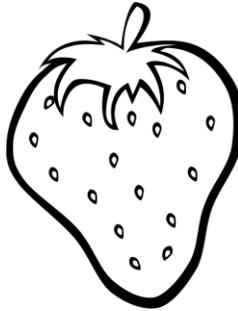
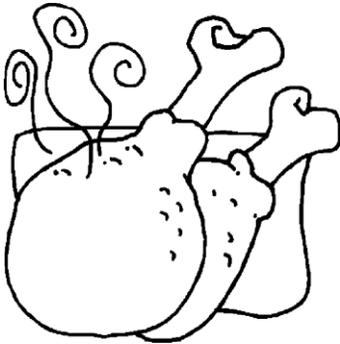
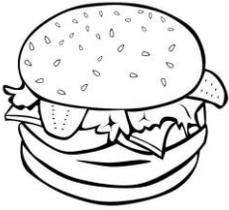
Ways in which pupils can look after themselves

- 1) You should eat lots of fruit and vegetables they help keep your skin strong and ready to grow (True)
- 2) You should drink 1 glass of water everyday (False - the recommended amount is at least 6 glasses of water)
- 3) You should try to do 1 hour of exercise every day (True - the recommended amount is at least 1 hour of moderate exercise every day)
- 4) When you sleep, your body heals itself and grows (True)
- 5) You should try to get only 6 hours sleep every night (False - the recommended is at least 9-12 hours for primary school children every night)
- 6) Hugging your parents is a safe touch (True - this is appropriate contact and is a source of comfort)
- 7) A hug from a stranger is a safe touch (False - never hug strangers)
- 8) Reading your morning and evening protection du'as (True - this is one of the greatest forms of protection)
- 9) Telling your parents or teacher when something happens which makes you feel unsafe or uncomfortable (True - tell as many people as possible within your safe circle)
- 10) Always let your parents know what you are doing and where you are (True)
- 11) Washing yourself and staying clean and tidy (True - remember, our beloved Prophet ﷺ said: 'Cleanliness is half of faith,' [Muslim]) - therefore, keep your body clean)
- 12) Shouting, 'NO' when someone wants to touch you on your private parts (True)

AMS UK v1

Resource 1

Healthy and unhealthy



Resource 2

Ways in which pupils can look after themselves

- 1) You should eat lots of fruit and vegetables they help keep your skin strong and ready to grow (True)
- 2) You should drink 1 glass of water everyday (False - the recommended amount is at least 6 glasses of water)
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- 12) Shouting, 'NO!' when someone wants to touch you on your private parts (True)

TEACHER NOTES

Teachers may decide to teach the themes in this lesson over two lessons so that pupils are given more time for discussion and review.