



Hygiene

and PSHE Education

Professionals' Pack

2024

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Introduction

This pack aims to support education providers to deliver quality PSHE education around hygiene through identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Children and young people need to be taught to manage risks, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing.



Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.
- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.
- Be relevant, accurate and factual, including using the correct terminology.
- Be positively inclusive in terms of:
 - Age
 - Gender Identity
 - Race
 - Sex
 - Disability
 - Pregnancy and Maternity
 - Religion or Belief
 - Sexual Orientation
- Designed to include the development of knowledge, skills and values to support positive life choices.
- Use positive messaging, that does not cause shame or victim blaming.
- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.
- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.
- Utilise active skill-based learning techniques to encourage active participation.
- Ensure that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.
- Be delivered by trained, confident and competent professionals.
- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.



No. 01 – Ground Rules

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



No. 02 – Collaborate with DSL

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



No. 03 – Staff Confidence

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



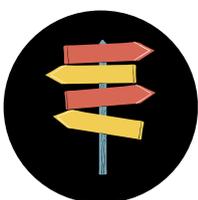
No. 04 Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



No. 05 – Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



No. 06 – Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

Best Practice Principles

Do not use scare/fear or guilt tactics

Stating that if someone does not wash their hands will mean that they get poorly and die is an example of using scare/fear or guilt tactics. It is a better approach to give children and young people all the facts, not just the extreme consequences.

It is a common misconception that if a child or young person is shocked or scared by what they see in images, videos used in sessions, they will avoid the behaviour in the future.

Whilst young people will often say that they like 'hard-hitting' material and that it engages them more effectively, in fact when experienced in a safe setting (in this case a classroom or youth space), shocking images become exciting (in a similar way to watching a horror film or riding a rollercoaster) and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response.

The adolescent brain is still developing which means that the perception of messaging and how they react to them is different to our experiences as adults. Furthermore, because their brains are still developing, they often live "in the moment;" when an unhealthy situation arises, they'll make decisions based on what they're feeling then and there, instead of making a reasoned, logical decision. The pre-frontal cortex or critical thinking/reasoning part of the brain is the last section to develop.

You can find out more about the teenage brain [here](#).

Young people should be informed of risks in a balance and measured way through an approach that supports them to make informed, healthy, safe decisions and empower them to believe they can act on "good choices."

Top Tips:

- Evidence shows that shock and scare tactics just don't work.
- Check resources (including external agencies) for images or scenes that might be shocking, harrowing or scary for the age group – remember that children and young people will have a much lower threshold for what might worry them.
- Remember the purpose of the session is to educate not entertain. Just because young people might watch scary films in their own time, does not mean using similar films within PSHE Education will promote learning.
- Make sure there is a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes.

Best Practice Principles

Knowledge, Skills and Values

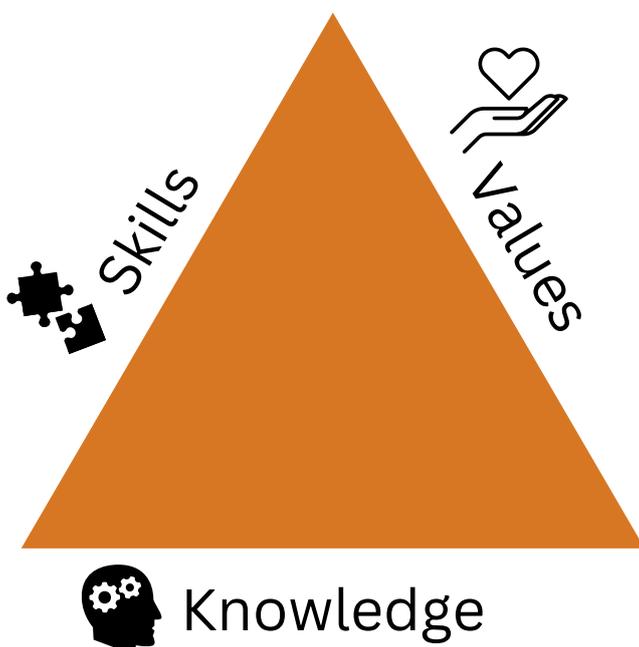
Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

When discussing hygiene it is important that children and young people are able to acquire the skills to accompany their knowledge. For instance letting children practice washing their hands and overseeing their technique to correct any errors is a great way to balance out knowledge and skills.



The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, your own values in relation to a topic

Trauma Informed Approach

Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. PSHE resources – when used with children and young people who have been affected by the topic being covered – can re-traumatise children and young people or induce vicarious trauma – this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).



The National Youth Agency provides a free e-learning course to help professionals gain a greater understanding of trauma and how it affects mental and emotional wellbeing. The module provides tools and reflection space for professionals to enable them to better support young people in this area.

You can access the course [here](#) – you will need to create a Youth Work One account to be able to access the course.

Top Tips

- Do not use resources that include graphic images, victim blaming or scenes of abuse.
- Ensure that the work is part of a planned, sequential curriculum that builds on prior knowledge.
- Work with your pastoral team to understand if there is anyone who could be affected by this scheme of work. Ask the individuals if they want to be included in the class or if they would prefer to do some other work - explain there will be no explanation given to their absence.
- Use resources only within class-sized groups and not within assemblies.
- Ensure that a trigger/content warning is given beforehand.
- Ensure there is plenty of time for class-based discussions and signposting and that children/young people do not move onto a different topic/lesson before having time to debrief.
- When exploring themes with the participants do not ask “what could x have done to not be a victim of...” or “what signs should they have spotted” this encourages victim-blaming and abuse is never the fault of the child or young person.
- Use distancing techniques - Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation. It is more appropriate to ask “how do you think x is feeling?” or “how would you feel if x was your friend?”. This helps to develop skills of emotional literacy and empathy. You could also ask young people to imagine the response of “a young person, about your age who goes to school around here”
- How can you make it easy for participants to leave the room and communicate this in advance?
- How will you ensure parents/carers have information about this scheme of work to support it within the home?
- You might want to consider a Disassociation Game to close the session. This is a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave.

Tips for Communication

Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.



The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to hygiene.

Primary

PSHE Association

Key Stage 1

H5.	Simple hygiene routines that can stop germs from spreading
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Key Stage 2

H4.	How to recognise that habits can have both positive and negative effects on a healthy lifestyle
H9,	That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H32.	About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

SEND

PSHE Association:

SSS1- Taking Care of Ourselves

Core	<ul style="list-style-type: none">Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.)
Development	<ul style="list-style-type: none">Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with

Enrichment	<ul style="list-style-type: none"> • Identify some simple ways we can help to keep ourselves well. • Identify simple ways some germs/illnesses may be spread
Enhancement	<ul style="list-style-type: none"> • Describe different ways we keep ourselves healthy and well. • Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important

HL2 – Taking Care of Physical Health

Encountering	<ul style="list-style-type: none"> • Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies
Foundtion	<ul style="list-style-type: none"> • Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth)
Core	<ul style="list-style-type: none"> • Describe or demonstrate simple hygiene routines.
Development	<ul style="list-style-type: none"> • Give reasons why it is important to take care of personal hygiene.
Enrichment	<ul style="list-style-type: none"> • Describe what might happen if we don't take care of our personal hygiene

DfE Statutory Guidance:

By the end of Primary pupils will know:

HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
CAB1	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.



PSHE Association

Key Stage 3

H20.	Strategies for maintaining personal hygiene, including oral health, and prevention of infection
H31.	Ways of assessing and reducing risk in relation to health, wellbeing and personal safety

SEND

PSHE Association:

SSS1- Feeling Unwell

Core	<ul style="list-style-type: none">Describe in simple terms how germs can be spread to others.
Development	<ul style="list-style-type: none">Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).
Enrichment	<ul style="list-style-type: none">Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).

CG1- Puberty

Development	<ul style="list-style-type: none">Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty
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DfE Statutory Guidance:

By the end of Secondary pupils will know:

HP1	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
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NYA Youth Work Curriculum:

HW2	Helping young people make informed choices about how they live, approach risk and take responsibility for their own behaviour in relation to their lifestyle
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Useful Resources

Please check all resources are suitable for your settings and children before use

Hygiene

Books:

2-4 years old - [Germs are not for sharing](#), Elizabeth Verdick

2-5 years old - [I don't want to wash my hands](#) - Tony Ross

2-6 years old - [Do not lick this book](#) - Iden Ben-Barak

3-4 years old - [What are Germs?](#) Katie Daynes

7-10 years old - [The Bacteria Book: Gross Germs, Vile Viruses, and Funky Fungi](#) (The Science Book - Steve Mould

Videos:

Operation Ouch - [How often do you wash your hands?](#)

BBC Bitesize - [Keeping Clean](#)

NHS - [How to wash your hands NHS song](#)

Amaze - [Taking care of your body during puberty](#)

Lesson Plans:

3-16 years old - [E Bug](#) - operated by the UK Healthy Security Agency, this is a healthy education programme to promote positive behaviour change amongst children and young people to support infection prevention and control effects.

5-11 years old - [Chartered Institute of Environmental Health](#) - resources that cover food safety and hygiene

5-14 years old - [National Schools Partnership](#) - Superbugs empowers young people in the fight against antimicrobial resistance.

Training:

Department for Education - [Health and Prevention Teaching Training Module E-Bug](#) - Training is available for educators and those who would like to train others online and in person.

DEVELOPING SUBJECT KNOWLEDGE



HYGIENE

Why?

Antimicrobial resistance is already an issue and will get worse without action, so it is important that everyone plays their part. There are already infections that are resistant to antimicrobials. Without sustained changes to the way we, as a society, manage infections and protect these medicines, some routine medical procedures will become fatal.

Drug-resistant infections already killed at least 1.2 million people in 2019, of which 7,600 were in the UK (similar to the number of deaths due to stomach cancer).

The UK Government has launched a strategy "Confronting antimicrobial resistance 2024-2029" which highlights the need to empower and engage the public on the risk of exposure to antimicrobials, including the use of educational settings.

A hygienic lifestyle encompasses both physical and mental health. For children, good health and hygiene practice go hand-in-hand with effective learning. Equally, learning about having a healthy and hygienic lifestyle helps give children and young people the independence and confidence to make well-informed decisions about their health, which has life-long implications.

A child or young person who has poor personal hygiene may feel excluded from the school environment by the reaction of their peers, and often professionals are unsure of how to deal with how to address the issue. This can mean, for that child, school becomes a negative place, affecting their learning and social interactions, which will impact of their academic attainment and personal development.

A lack of proper hygiene in children can also make them more susceptible to illnesses which can cause absence from school.

PSHE provides the curriculum space to teach about the importance of maintaining good personal hygiene and making the connections with appearance and self-esteem.

Education settings should also:

- Make links and advise parents/carers of local community networks offering information, advice and support about general health and development, and how to access these services e.g. Family Hubs
- Provide opportunities for staff to talk to parents/carers about, and involve them in, improving their personal hygiene
- Display posters in the toilets reminding children and young people to wash their hands after using the facilities (we've included posters from the NHS in this pack for settings to print and laminate)
- Have supplies available in school to help children and young people with their personal hygiene and arrange for these to be available in a discreet manner (this could include sanitary wear, soap, toothbrush and toothpaste, spare uniform)
- Regularly review the provision of hygiene facilities and use pupil voice approaches about their use and possible barriers or improvements for accessing these
- Identify and link with local partners to promote good personal hygiene
- Supervise younger children to ensure they wash their hands correctly and catch cough and sneezes in tissues
- Ensure staff model good hygiene practices to help make the connection between lessons and "real life"

Definitions

Hygiene refers to a range of habits and behaviours, related to cleanliness and wellbeing, that help maintain health and prevent the spread of infections and diseases.

There are five main types of hygiene.



Personal Hygiene – This involves maintaining the cleanliness of the body. It includes practices such as washing hands, bathing/showering, brushing teeth and trimming fingernails. Personal hygiene is essential for preventing the spread of infections and maintaining overall health.



Home and Everyday Hygiene – This pertains to hygiene practices in various settings, including home, workplace, public places, and social settings. Examples include hand hygiene, respiratory hygiene, food hygiene and care of domestic animals. Proper home hygiene helps prevent the transmission of infectious diseases.



Food Hygiene – Proper handling, preparation and storage of food are essential to prevent foodborne illnesses. Food hygiene practices including washing hands before cooking, cooking food thoroughly, and storing perishables at the right temperature.



Sleep Hygiene – Although often overlooked, maintaining good sleep hygiene is essential for overall health. It involves creating a conducive sleep environment, following a consistent sleep schedule, and avoiding factors that disrupt sleep.



Medical Hygiene – In medical settings, hygiene practices are crucial for reducing the incidence and spread of germs. This includes sterilisation, disinfection and proper waste disposal. Good hygiene is a critical component of quality assurance in healthcare.

The Benefits to Good

Hygiene

Good hygiene is critical to preventing the spread of infectious diseases and helping children and young people live healthier lives. It also prevents them from missing schools, which results in better learning outcomes (UNICEF).

Hygiene practice vary across cultures, but adherence to regular hygiene is generally considered socially responsible and respectable. Neglecting proper hygiene can be perceived as unclean or unsanitary and may pose risks to public health.

Maintaining good hygiene is not only beneficial for the health of the individual but also contributes to the wellbeing of communities and society as a whole.

Within the United Nations Convention on the Rights of the Child Article 24 states that children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to safe and healthy.

Microbes

Micro-organisms, more commonly known as germs, bugs or microbes, are tiny living things, too small to be seen with the naked eye. They are found everywhere. Some of them are harmless, some are helpful and some of them can cause diseases and infections.

An infection is when microbes get inside or on the surface of the body and start to grow, causing harm.

It is important to clarify that microbes are not innately “useful” or “harmful”. Rather, that some microbes can be useful to humans whilst others can be harmful depending on the situation.

Microbes come in many shapes and sizes. The three groups of microbes are viruses, bacteria, and fungi.

Viruses are the smallest of the three and often cause illnesses like coughs and colds. Viruses need to live inside a living organism, such as plants and animals, to make more viruses. Once inside the host cell, they rapidly multiply and destroy the cell in the process.

Bacteria are single-celled organisms that are larger than viruses but smaller than fungi. They can grow very quickly and can in some circumstances make substances (toxins) that are harmful to humans. Other bacteria are completely harmless to humans, and some are useful and help us make food like yoghurt and can be good for our health. Bacteria can be divided into three groups based on their shapes – cocci (balls), bacilli (rods) and spirals. Scientists and healthcare workers can use these shapes to identify which infection a patient has.

Fungi are the largest of the three microbes described, these are multi-cellular organisms. They get their food by either decomposing (breaking down) dead plants and animals, or by growing on another living thing. Fungi can be harmful by causing infection or being poisonous to eat; others can be useful or harmless, some fungi like *Penicillium* help us make medicines.

Most microbes are not harmful and it is important that children and young people are reminded of this.

Useful Microbes

One of the main ways in which bacteria are beneficial is in the food industry. The natural by-products created during normal microbial growth can be used to make many of the food products we eat.

Fermentation is a process by which bacteria break down complex sugars into simple compounds like carbon dioxide and alcohol.

There are different types of fermentation, acetic acid fermentation produces vinegar and lactic acid fermentation produces yoghurt and cheese. Some fungi are also used to make blue cheese. The yeast, *Saccharomyces cerevisiae*, is used to make bread and dough products through fermentation. Wine and beer are also produced in the same manner although alcohol is produced following fermentation when the microbes are grown without oxygen. The chocolate industry also relies on bacteria and fungi. These organisms produce acid through fermentation which eats away at the hard pod and makes it easier to get at the cacao beans.

When the bacteria *Streptococcus thermophilus* or *Lactobacillus bulgaricus* are added to milk they consume the sugars during fermentation, turning it into yoghurt. So much acid is produced in fermented milk products that few potentially harmful microbes can survive there.

Lactobacillus bacteria are generally referred to as useful or 'friendly' bacteria. They help us digest food and have been termed probiotic bacteria that we find in our yoghurts and probiotic drinks. Although even 'friendly bacteria' can cause infection in people who are immunocompromised.

Harmful Microbes

Some microbes can be harmful to humans and can cause disease: the Influenza virus causes the “flu” (short for “Influenza”), *Campylobacter* bacteria can cause food poisoning and the dermatophyte fungi, such as *Trichophyton*, can cause diseases such as athlete’s foot and ringworm. Microbes like these are known as pathogens. Each pathogenic microbe can make us ill in different ways.

Bacterial toxins can damage tissues and organs and make us very unwell, fortunately this is rare.

Viruses like *Dermatophytes* generally prefer to grow or colonise under the skin. The products they produce while feeding cause swelling and itching.

Someone who is ill because of a harmful disease-causing microbe is said to be infected. Diseases caused by such microbes are said to be infectious diseases.

In some cases, infectious diseases can spread in communities or large areas, this is called an epidemic. When the disease spreads to over an entire country or around the world this is known as a pandemic. The COVID-19 pandemic started when a new virus SARS-CoV-2 caused the disease COVID-19, infecting a population in China. Because this virus was very infectious, and global travel is so commonplace, it was able to spread quickly and infect people all over the world.

Not all microbes are harmful, some microbes are only harmful when taken out of their own, usual environment. *Salmonella* and *Campylobacter* usually live in the gut of chickens without causing them any harm, however in a human digestive system, the toxins they release through their normal growth can make people ill.

The human body has adapted to get rid of these infections; this may be in the form of:



Fever - Microbes prefer to live at the body's usual temperature of 37 degrees Celsius. A fever or increase in body temperature is one of the body's immune responses to eliminate the microbe inside the body.

Swelling - A cut on the body may result in a swelling in that area. This is the body responding in a similar way to a fever but in a more localised way.



Rash - A rash is the body's reaction to microbial toxins.



Airborne or Droplet Spread- Respiratory infections can be spread easily between people. Sneezing, coughing, singing and talking may spread respiratory droplets from an infected person to someone close by. Droplets from the hand or mouth may also contaminate hands, cups, toys or other items and spread to those who may touch or use them, particularly if they then touch their nose or mouth.

Measures can be taken to prevent and control airborne spread infections including ventilation and effective respiratory hygiene (see page 39)

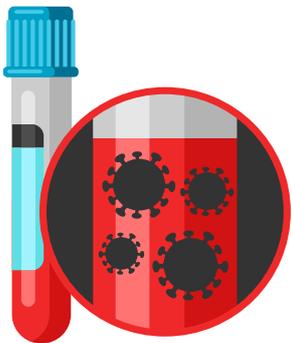


Direct Contact Spread - Some infections can be spread by direct contact with the infected area to another person's body, or via contact with a contaminated surface. This is the most common route of cross-infection from one person to another.

Scabies, headlice, ringworm and impetigo are spread in this way.

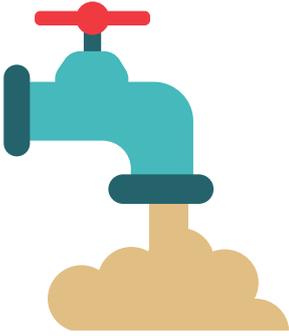
Gastro-intestinal infections can spread from person to person when infected faeces or vomit are transferred to the mouth either directly or from contaminated food, water, or objects such as toys, door handles or toilet flush handles.

Hepatitis A, and Norovirus are example of infections spread in this way.

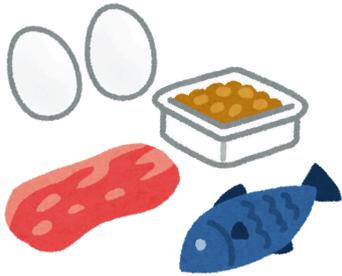


Blood Borne Viruses - These are viruses that people carry in their blood and can be spread from one person to another by contact with infected blood or bodily fluids, for example when attending to a bleeding person or injury with a used need.

Hepatitis B and HIV are examples of infections spread in this way.



Drinking or washing in dirty water- Some microbes contaminate water. Globally over 2 billion people lack clean drinking water at home. This is not just a global issue. In May 2024, the cryptosporidium parasite was found in Brixham in south Devon.



Eating rotten or contaminated food- Some bacteria or fungus grow in rotten or contaminated foods and if eaten can make people ill. This is called food poisoning. Food poisoning is caused if food is:

- not cooked or reheated thoroughly
- not stored correctly
- left out too long
- handled by someone who is ill or has not washed their hands
- eaten after its "use by" date

Any type of food can cause food poisoning.



Contact with animals or their faeces- After coming into contact with animals or their faeces it is essential that the person washes their hands effectively to ensure that any microbes are removed and reducing the risk of transmission.

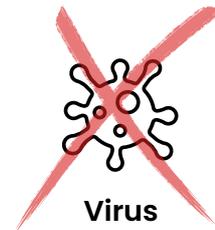
Measures can be taken to prevent and control infections spread via direct contact with a person or indirectly from the person's immediate environment. This includes things like cleaning and safe management of the environment.

Treatments

In some instances, the immune system needs help to fight infections. Antimicrobials are medicines used to kill or slow the growth of microbes.

Antimicrobials can be grouped according to the micro-organisms they work against

Antibiotics are used to treat bacterial infections such as meningitis, tuberculosis, and pneumonia. They do not work on viruses, so antibiotics cannot treat viral infections such as colds and flu. Antibiotics work by targeting structures unique to bacteria; thereby they do not cause damage to human cells, and they do not kill viruses



Antibiotics are either:

- Bactericidal - kill the bacteria e.g. penicillin
- Bacteriostatic - slow the growth of bacterial

Bacteria is constantly adapting ways to not be killed by antibiotics. This is caused antibiotic resistance. Resistance develops due to mutations in the bacterial DNA.

The more often someone takes antibiotics, the more likely they are to develop antibiotic resistant bacteria in their body. To prevent resistance, antibiotics should only be prescribed by a health professional. It is also important to remember:

- Antibiotics should not be take for colds, flu or most coughs, sore throats, ear infections or sinusitis - these usually get better on their own
- Antibiotics should be taken exactly as instructed and completed, this decreases the risk of resistance
- Antibiotics are personal and prescribed for individuals and for a particular infection. They should not be shared or taken for a different illness.

Antivirals

Antiviral treatment stops the virus multiplying in cells and therefore stops the virus multiplying in the body, this helps the person with the virus to fight the infection, ease the symptoms and shorten the length of a viral infection. Antivirals also lower the risk of spreading viruses that cause herpes and HIV.

Most viruses clear up with antiviral medications. Antiviral medications is prescribed to treat chronic or life-threatening viral infections including:

- Coronavirus e.g. COVID-19
- Ebola
- Flu
- Genital Herpes
- Hepatitis B and C
- HIV

Viral infections, like HIV, hepatitis and herpes are chronic. Antivirals cannot cure a person from the viral, however they can make the virus inactive, so that the person has few, if any, symptoms.

Antivirals can also help prevent the spread of viral infections after a suspected or known exposure.

Antifungals

Antifungal medicals are used to treat fungal infections, which most commonly affect the skin, hair and nails. Some antifungal medicines can be bought from a pharmacy without a prescription.

Antifungal medicines work by either killing the fungus or preventing the fungus from growing.

Personal Hygiene

Personal hygiene during puberty is crucial for maintaining health, confidence and overall wellbeing. During puberty the body undergoes changes, adopting good hygiene practices becomes even more important. Here are some key aspects of personal hygiene during puberty:



Showering or Bathing Regularly

Regular bath or showers helps to remove dirt, sweat and odor from the skin's surface. Soap or body wash should be used with water to keep the body clean.



Using Deodorant/Anti-Perspirant

During puberty the body start to produce more sweat. Deodorant helps control body odour and anti-perspirant is designed to reduce the amount of sweat produced by the body. They come in either roll-on or spray forms. People should choose the one that suits their preference and needs.



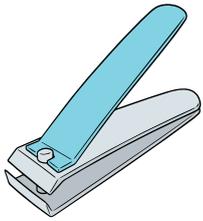
Oral Hygiene

Our pack Oral Health & PSHE provides more information on this.



Washing the Face

During puberty the skin changes and tends to produce more oil that can lead to spots. If someone wears make-up this should be moved before bed.



Trimming Nails

Regular nail trimming prevents the buildup of dirt and bacterial that can lead to infections . It can prevent ingrown nails, which can be painful.



Washing Hair with Shampoo

How often hair should be washed depends on the type of hair a person has. If they have hair that gets greasy quite often they will need to wash it quite often, perhaps once every couple of days. If they have hair that does not get greasy as easily they could wait a bit longer before washing it. It is also common for people to use conditioner to stop their hair from getting too dry, The important thing is that people wash their hair regularly and use hair products that are right for their type of hair.

Hand washing



Hands should be washed before and after eating or touching food, after using the toilet, after coughing/sneezing and after touching pets. See page 33 for more information.

Genital Hygiene

Cleaning genitals should be a habit. During puberty they may notice discharge from this area, this is completely normal, but if it begins to smell, change colour, or itch then this could be signs of an infection so it is best to book an appointment at the GP Surgery or Sexual Health Clinic.

People with a Penis

The penis and testicles should be washed every day with warm water and soap. If the penis has a foreskin it is important that the person gently cleans underneath the foreskin everyday when washing the rest of their body. Without regular cleaning, a build-up of whitish-yellow substance known as “smegma” can occur under the foreskin.

People with a Vulva

Use plain water or an emollient to wash the genitals. Soaps and shower gels, including feminine hygiene products, can cause genital dryness, itching and irritation.

Washing should only be for the external genitals, washing inside the vagina (also known as douching) removes helpful bacteria and changes the acidity in the vagina. This can lead to Thrush or Bacterial Vaginosis developing

Hand Hygiene

Hand washing is one of the easiest ways for a person to protect themselves and others from illnesses such as food poisoning and viruses such as flu and coronavirus (COVID-19). Hands naturally secrete an oil to help to keep the skin moist and from becoming too dry. This oil provides a good environment for microbes to grow and helps them remain on the skin. Washing hands with soap and water removes this oil and the microbes with it.



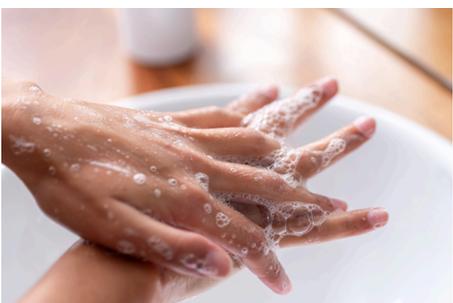
Wet hands with water



Apply enough soap to cover the hands



Rub the hands together



Use one hand to rub the back of the hand and clean in between the fingers . Do the same with the other hand



Rub the fingers together and clean in between the fingers



Grip the fingers of each hand together with the back of the fingers against the palms of the other hand. Rub the fingertips together and rub the back of the fingers against the palms



Rub one thumb using the other hand. Do the same with the other thumb



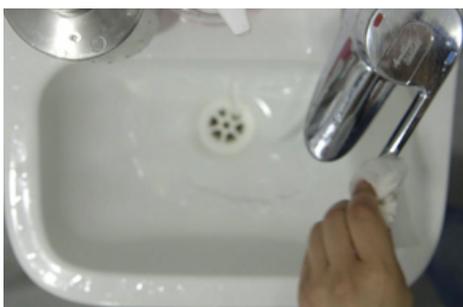
Rub the tips of the fingers on the palm of the other hand. Do the same with the other hand



Rinse the hands with water



Dry the hands completely with a disposable towel



Use the disposable towel to turn off the tap

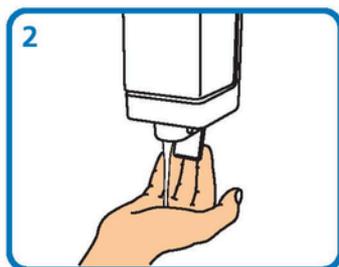
If there is no access to soap and water, then alcohol-based hand sanitiser should be used if available.



Hand-washing technique with soap and water



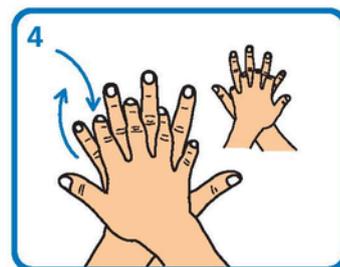
Wet hands with water



Apply enough soap to cover all hand surfaces



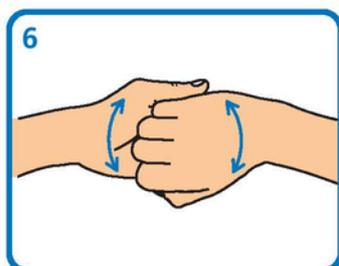
Rub hands palm to palm



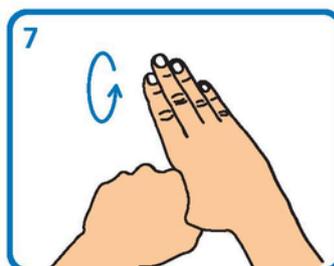
Rub back of each hand with palm of other hand with fingers interlaced



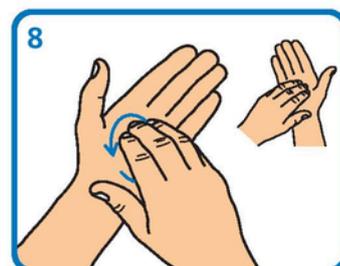
Rub palm to palm with fingers interlaced



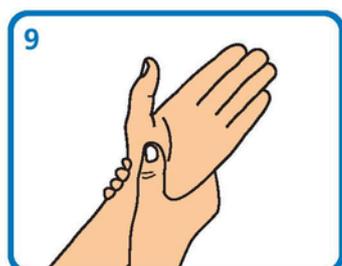
Rub with back of fingers to opposing palms with fingers interlocked



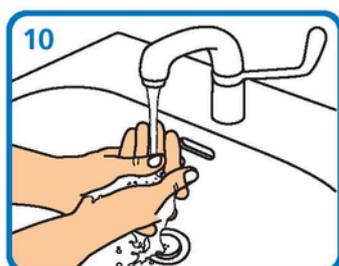
Rub each thumb clasped in opposite hand using a rotational movement



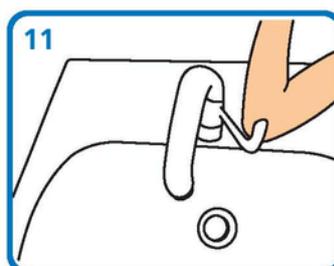
Rub tips of fingers in opposite palm in a circular motion



Rub each wrist with opposite hand



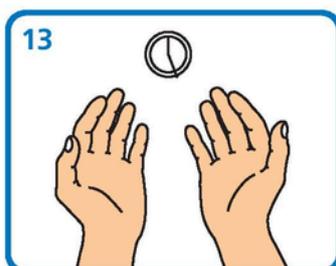
Rinse hands with water



Use elbow to turn off tap

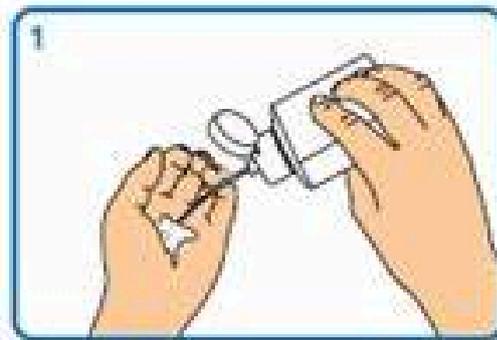


Dry thoroughly with a single-use towel



Hand washing should take 15–30 seconds

Alcohol handrub hand hygiene technique – for visibly clean hands



1 Apply a small amount (about 3 ml) of the product in a cupped hand



2 Rub hands together palm to palm, spreading the handrub over the hands



3 Rub back of each hand with palm of other hand with fingers interlaced



4 Rub palm to palm with fingers interlaced



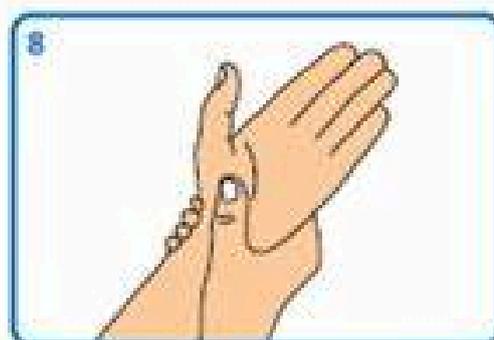
5 Rub back of fingers to opposing palms with fingers interlocked



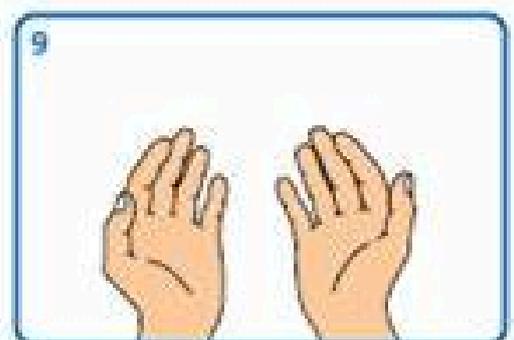
6 Rub each thumb clasped in opposite hand using a rotational movement



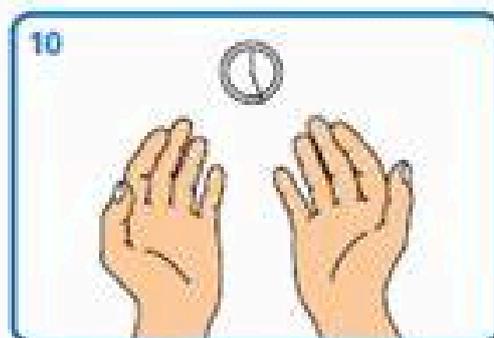
7 Rub tips of fingers in opposite palm in a circular motion



8 Rub each wrist with opposite hand



9 Wait until product has evaporated and hands are dry (do not use paper towels)



10 The process should take 15–30 seconds

Activity Idea

This simple activity can show children the importance of handwashing. All you need is a small bowl of water (you could do one per person), some ground black pepper and a some soap.



- Sprinkle the pepper on the tops of the bowls of water
- Explain that the pepper represents germs, like viruses that can make people ill.
- Ask the children to put a finger into the “germs” and them what happens - the “germs get stuck to their finger.
- Put a small amount of soap onto another finger
- Ask them to put the soapy finger in the “germs” and ask them what happens now - the “germs” should be repelled by the soap and move quickly away from the child’s finger

Respiratory Hygiene

Colds and flu's are the most common illnesses in the classroom and perhaps also the most contagious. The most common way respiratory tract infections (RTIs) is through close contact with droplets in the air from cough and sneezes or through contact with contaminated surfaces.

Respiratory hygiene is a set of practices that aim at preventing the transmission of these RTIs.



Cover a cough - when someone coughs or sneeze they should use a tissue to cover their mouth and nose. If a tissue is not available, they should use the crook of their arm (the inner part of the elbow)



Dispose of tissues properly - After using a tissue it should be disposed of in the bin.



Hand Hygiene - Hands should be washed thoroughly.



Masking and Separation -If someone has a cough the

CATCH IT

Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.



BIN IT

Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.



KILL IT

Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.



PLEASE USE SOAP WHEN WASHING YOUR HANDS
PLEASE DRY YOUR HANDS AFTER WASHING

PLEASE CALL 111 FOR ANY HEALTH EMERGENCIES

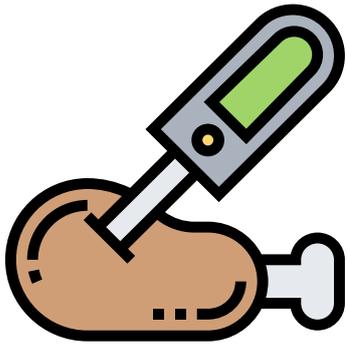
Food Hygiene

Food hygiene practices are essential to reduce the risk of food poisoning.

There are four basic steps to food safety at home, these are known as the four Cs:



Cleaning -making sure hands, surfaces and equipment are clean before, during and after cooking



Cooking-making sure food is cooked throughout to kill harmful bacteria



Chilling- making sure foods are stored at the correct temperature to prevent growth of harmful bacteria



Cross Contamination - preventing the spread of bacteria to surfaces and ready to eat foods

Sleep Hygiene

“Sleep hygiene” is the term used to describe healthy habits people can practice during the day to help get a good night’s sleep.

It is important to have good sleep hygiene as sleep is essential to both physical and mental wellbeing. It allows the body time to recharge and the mind to process information. Without enough quality sleep, the brain is unable to function properly.

Good sleep hygiene can help improve sleep quality, which in turn can:

- Improve mood
- Improve concentration and memory
- Prevent the development of sleep disorders (e.g. insomnia)
- Help maintain a healthy weight
- Lower the risk of developing serious health conditions (e.g. diabetes and heart disease)
- Help the body to fight off infections

Here are some suggestions a person can do to improve their sleep hygiene.

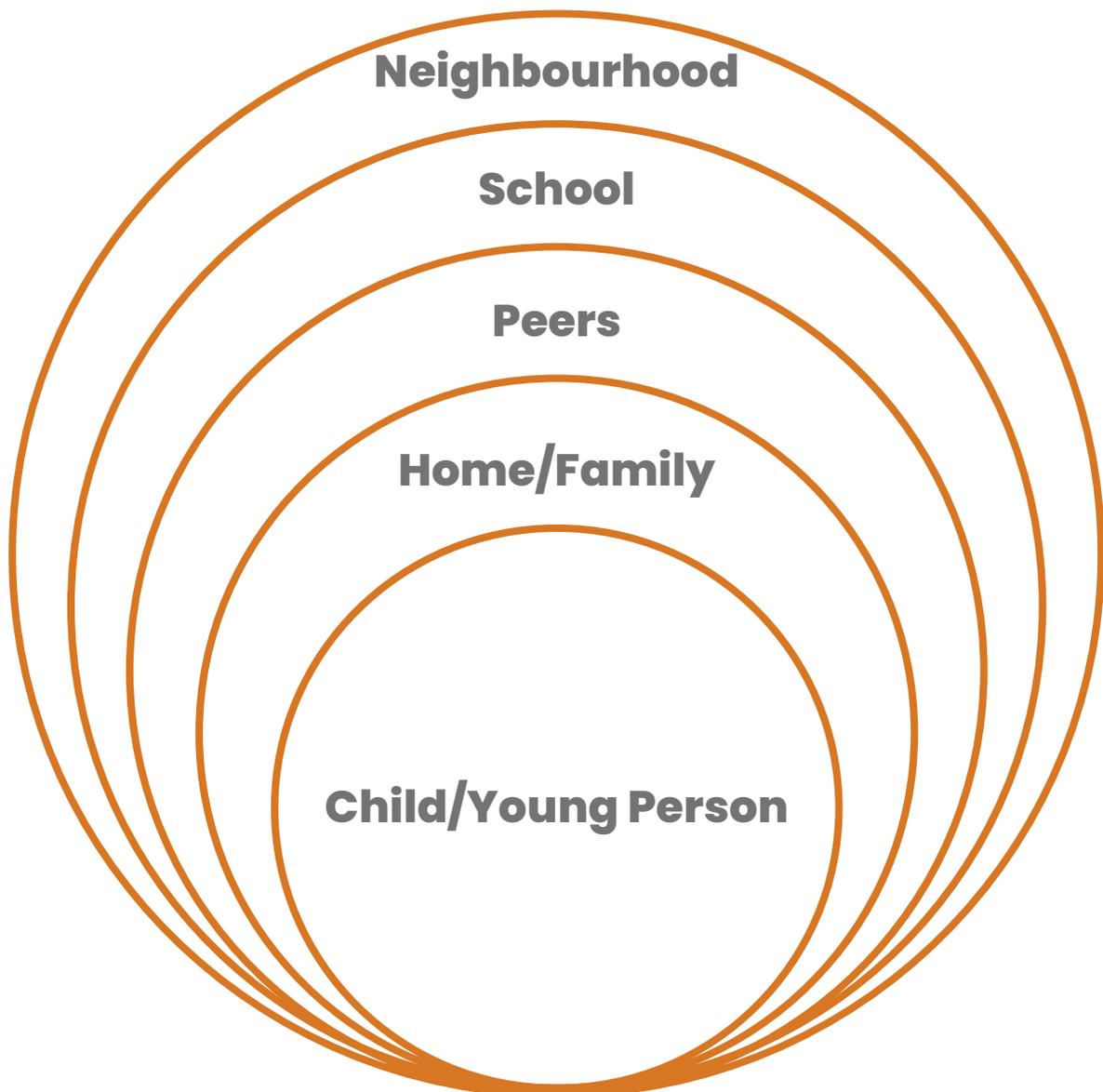
- Food and drink – consider food and drink intake. Caffeine is a stimulant that prevents sleep. Having a large meal before bedtime can also prevent sleep. Some foods can promote a good night’s sleep e.g. a drink of warm milk
- Exercise – If someone has been inactive throughout the day they may have difficulty in falling asleep. Playing outside, being involved in sports, going for a walk can be helpful, however exercise should be avoided too near to bedtime
- Routine– Going to bed and getting up at the same time will help regulate the body clock. Having a bedtime routine can help a child to understand what to expect and how to behave.
- Environment – The sleeping area should be a place where a person feels safe and secure. Some may prefer a night light, others total darkness. The room temperature and noise levels should be adjusted to a level where the person feels comfortable to fall asleep
- Technology – The use of electronic devices close to bedtime can prevent a person from settling to sleep, this is due to the light they produce that suppresses the sleep hormones

Contextual Safeguarding⁴³

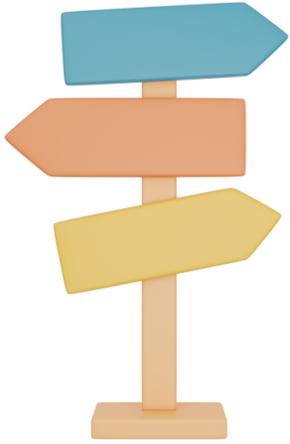
Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



Signposting Information:



It is important to signpost children and young people to relevant local and national organisations who can provide further advice and support.

Families Health and Wellbeing Service

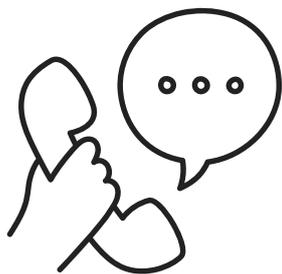
Text - 07520 615 7211 (Staffordshire Moorlands, Newcastle, South Staffordshire, Stafford only)

Text - 07520 615 721 (East Staffordshire, Cannock, Lichfield, Tamworth)

Text - 07520 615 723 (Stoke-on-Trent only)

www.Healthforteens.co.uk

Useful Contacts:



If you would like more information or support about Hygiene please contact:

- Families Health and Wellbeing 0-19 Service

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service - 0300 111 8007

Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm

Out of Hours - 0345 604 2886 / 07815 492613

Stoke:

CHAD - 01782 235 100

Monday - Thursday 8.30am -5pm and Friday 8.30-4.30pm

Out of Hours - 01782 234 234

Further Reading:



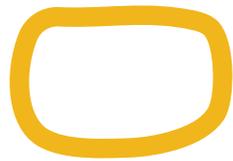
How to wash your hands - NHS



How to wash your hands - NHS



The Teen Sleep Hub - The Sleep Charity



Prevention and controlling infections - UK Health Security Agency



Prep and Pep - Brook

VERSION CONTROL

47

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