

FGM Lesson Plan 1 St Werburgs Bristol

<u>Class</u> Y6	<u>Subject:</u> PSHE	<u>Date</u> <u>Time</u>
<p>Lesson Objective:</p> <ul style="list-style-type: none"> To understand what FGM stands for. 		
<p>Learning outcomes:</p> <ul style="list-style-type: none"> I know I am in charge of my body. I know I have the right to say no. I know it is illegal for someone other than a doctor or medical person to make changes to my body. I know how to keep myself safe. I know who to go to if I am worried about not being safe. 	<p>Key vocabulary for lesson</p> <p>FGM Female Genital Mutilation Private Illegal Crime</p>	
<p>Time</p> <p>5 mins</p>	<p>Starter / Introduction</p> <p>Talk to the pupils about Class rules. Set up safe classroom practice. Make sure you have read and understood the guidance for teachers that comes with this lesson plan. Please ensure that pupils are clear of confidentiality.</p> <p>Ask children to jot down on yellow post it notes what they think FGM is.</p>	<p>Resources</p> <p>Interactive whiteboard Film 1 Different coloured post it notes. i.e. yellow and blue Whiteboard or flipchart paper pens</p>
<p>30 mins</p>	<p>Main</p> <p>Watch the film. You must decide whether your pupils are mature enough to watch this together (boys and girls) or whether they would be better to watch and discuss separately.</p> <p>After watching the film start the session off by allowing the pupils to turn to their talk partners and just share their thoughts and feelings about what they have watched. Give the students blue post-it notes to write down any questions that they have or comments that they would like to make but are worried they will forget.</p> <p>Bring the class back together. Ask – What does FGM mean? Let’s try to define it using a dictionary definition. Allow the pupils to define and understand and own their contribution. However, support the phrasing of the definitions so that they do not stray into inappropriate examples. F = Female (girls or women) G = Genital (external sexual organ) M= Mutilation (an injury by cutting or tearing that damages severely or maims)</p> <p>Ask the pupils for any questions or thoughts? Was this what they thought FGM was? Did it match their first yellow post-it note? Now talk about the word, illegal. What do the pupils think this means? Ask them for examples of things that they think are illegal.</p>	<p>ICT</p> <p>Use of IWB Computer Internet connection DVD/TV if computer not possible</p>

	<p>Talk to the children about the age of criminal responsibility, aged 10 years old.</p> <p>Now write the acronym, PANTS on the board. NSPCC – Underwear rule: www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule Talk PANTS and you have it covered!</p> <p>Talk to the pupils and discuss the different elements of the rule.</p> <p>P – Privates are private A – Always remember your body belongs to you N – No means no T – Talk about secrets that upset you S – Speak up someone can help</p> <ol style="list-style-type: none"> 1. Make sure children know what ‘Privates’ are. 2. Make sure that through your discussions that children understand what belongs to actually means and that it relates directly to saying ‘No’. 3. Ensure that all of your discussions about talking to someone you trust includes information about Childline and NSPCC help line. 4. Make sure that your school displays telephone numbers in toilets and that that posters about FGM are visible for all to see. 5. Lastly, feel confident by the end of the discussion that ALL children know who to go to if they need to talk about something that is worrying them and that they know how to and who can keep them safe. 	
<p><u>Assessment</u></p>	<p>Peer evaluation (Assessment for Learning) Throughout the session keep a note of the contributions that are made by pupils. Check their understanding of words and phrases. Keep the post-it notes of before and after along with questions to review at the end of the session to see if any misconceptions are evident.</p>	
<p><u>Additional adaptations needed</u></p>	<p>Please ensure that materials are adapted with additional support for pupils with English as an additional language. Use picture clues or aids for the PANTS - underwear rule if you need additional resources. Ensure that vocabulary is clear and explained to pupils throughout the lesson. Have a space/person available for pupils to go if they become distressed or upset.</p>	