



PSHE – YEAR 6 - Medium Term Planning – Summer Term

Week	Lesson
1	<p>LO: To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</p> <p>Note: Lots of sensitive issues will be covered during this terms planning. Whoever is delivering the lesson should reassure children that they can speak to an adult if they are affected by any of the issues discussed in any of the lesson. A slide will be added to the start of every PowerPoint this term.</p> <p>Success Criteria: 1) Define cultural practice, British law and universal human rights 2) Understand that some cultural practices are against British law and universal human rights and provide examples 3) Begin to develop understanding of why these cultural practices still occur</p> <p>Starter: Discuss the terms cultural practices, British law and universal human rights with chn. Create a definition as a class and then share definitions from the CT and those taken from the internet. Discuss which ones we prefer and why and then chn write a definition of each into their books.</p> <p>Main Activity: Share LO and highlight that there are some cultural practices which are against British law and universal human rights. Take feedback from chn and create a class list on the whiteboard to assess initial understanding. Recap previous learning from PSHE and remind chn that everyone in the UK has the right to body autonomy through law and that this is a universal human right also. Share and explain that any cultural practices that remove this body autonomy are against British law and universal human rights. Using the PowerPoint, class teacher to share some examples of these cultural practices. Ensure that FGM is discussed during the teaching input (a short video accompanies this) and explain who chn can talk to if they suspect that FGM has occurred to themselves or somebody they know or if they suspect that it is going to happen. Don't go into too much detail on this– the video and PowerPoint are a good guide of how detailed this topic should be. Then question and discuss as a class why these cultural practices may still take place if they are against universal human rights. Some reasons why will be provided by the CT on the PowerPoint to start the discussion and sharing of ideas e.g. medicine and education is more developed in some parts of the world and countries and people from certain parts of the globe or from different backgrounds may not fully understand the damage they are causing through certain cultural practices. CT will take notes of any good answers shared by chn that can be added to the PowerPoint slides next year.</p> <p>For their task, underneath their definitions during the starter, chn will explain in their own words that some cultural practices are against British law and universal human rights and provide some examples. Chn will then attempt to articulate why some of these cultural practices still take place today if they go against universal human rights.</p> <p>BA: Define cultural practice, British law and universal human rights MA: Understand that some cultural practices are against British law and universal human rights and provide examples HA: Begin to develop understanding of why these cultural practices still occur</p> <p>Plenary: Remind chn of who they can go to or who they can speak to if they suspect that any of the practices that are against British law or universal human rights has happened, or they suspect is going to happen, to them or somebody they know – particularly FGM.</p>