

Developing excellence
in response to FGM and
other harmful practices

FGM Direct Work Toolkit

How to do direct work on FGM with children,
young people, parents and carers

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About the National FGM Centre

The National FGM Centre (NFGMC) is a partnership between Barnardo's and the Local Government Association (LGA) working to achieve a system change in the provision of services for children and families affected by Female Genital Mutilation (FGM). Funded by the Department for Education as part of its Children's Social Care Innovation Programme, the Centre works closely with key partners from local authorities, health, education, police, and the voluntary sector to achieve its vision and aims. In 2017, the Centre's remit was extended to include Breast Ironing/Flattening and Child Abuse Linked to Faith or Belief. Further information can be found at www.nationalfgmcentre.org.uk.

The National FGM Centre's social care model aims to equip social workers with the knowledge, skills, tools and confidence to assess FGM and other harmful practices cases and confidently conduct direct work with girls and their families. The Centre's work was, and continues to be, independently evaluated and the [2017 evaluation](#) highlighted that the Centre's model *'empowers families with information and supports them to maintain protective factors for themselves and their children'* (p8).

The NFGMC aims to carry out direct work with children as part of the intervention provided to a family. To date, the NFGMC has worked with over 300 children. A case study from the above mentioned evaluation summarises the direct work undertaken with families as follows:

"The PW introduced herself to the children as a Barnardo's worker, who was there to help them to keep safe. FGM was only later raised with the daughter, who knew nothing about FGM or its practice. Sessions were varied in nature and framed within a rights-based approach. They included creative exercises focused on how the body works, understanding different forms of abuse (sexual, physical and emotional), and managing

and expressing worries. FGM was introduced to the daughter in a one-to-one session; she then made a poster to teach her brother what she had learned about the practice. The children's mother emphasised that the PW, 'always made it fun' for the children, so that they 'didn't feel bombarded.' The family appreciated that the PW was always open, honest and consistent in her approach, which they felt had not been their experience with some SWs. The NFGMC PW worked with the family through therapeutic whole-family and one-to-one sessions. In addition to this work, the PW supported the children's mother to apply for a FGM Protection Order, connecting her with a lawyer to work on the case" (p21)

Purpose of this Activity Pack

The aim of this guide and session pack is to provide social workers with the National FGM Centre's session plans to enable them to carry out direct work with families and girls at risk of FGM/who have undergone FGM. All sessions are aimed at children 7 years and older.

The activity plans are underpinned with a human rights based approach and the independent evaluator reported that they "...put protective factors in place, by building the child resilience through direct work, safety planning with the parent(s)/carer(s)". (p24). The first two sessions can be used as precursors to exploring any topic around safeguarding with children, for example domestic abuse and child sexual exploitation. It is important for the sessions to also be delivered to boys and men in the family as their participation is crucial to ending FGM.

Icon Key



Print for session



Cut out for session



View on laptop for session



Copy for session



View on phone/tablet for session

How to prepare for the session

We recommend that social workers:

- Attend [training](#) on FGM prior to undertaking any direct work with children using this activity pack.
- Use the [FGM Assessment Tool](#) and Guidance, as well as resources provided (e.g. genogram and service mapping activity).
- If a different social worker carries out the direct work from the one who carries out the assessment, information should be shared after every visit
- Read through all the activity plans to familiarise themselves with the content and resources required prior to using them.
- Determine the number of sessions that will be carried out and which activity plans will be used. Depending on the case and work already carried out, it may not be essential to use every activity plan
- Use their professional judgement to determine whether the children they are working with are mature enough to understand the information in the activity plan
- Plan sufficient time with the children in the family to carry out the activities
- Deliver all 6 activity plans in the order that they appear in this document.
- If you are time limited, we recommend that you deliver the activities highlighted in the “Time Limited” chapter - Section 3.
- Work with siblings together to provide support and encourage older siblings to help the younger ones engage, but also to make it more fun
- Always ask the children what they learnt/what they thought was the most fun about the session at the end. Incorporate their likes into following sessions.

Recording and tracking progress of the case

It is important that social workers monitor the progress and impact of direct work with children, and families. At the Centre, we recommend that social workers:

- Start by asking the child what they know about the topic you will be exploring before you commence the session
- Ask the child to list 3 things they learnt at the end of each session as a debrief
- Ask the child to recap learning from the previous session before starting a new one
- Encourage each child to keep completed drawings and activity sheets they have done as a record of their learning and to revisit in future sessions.
- Constantly review work completed by the child to ensure that they are able to link each session to one another
- At the start of the next session recap, to praise and reinforce the great work they are doing.

Practice reflection

Reflecting on cases not only after an intervention but also during an intervention is an effective method of monitoring whether you are achieving your outcomes. At the Centre, we recommend social workers use the practice reflection tool, during supervision with managers. The tool will help you to reflect on what you have achieved thus far on the case, and could possibly highlight further areas where you could target your intervention.

Top tip!

Don't forget to take photos of child's work for your own record. Remember to blank out any identifiable data before sharing.

10 Tips for working with parent(s)/carer(s)

one



Common Ground

Start from the common ground of both yourself and them wanting what is in the 'best interests' of the child(dren). You both ultimately want the same thing, and it is about how you work together to achieve this.

Cultural Competence

Understanding a family's background; cultural/religious heritage is integral to building strong sustainable relationships with them. Do your own research, but also ask questions and be curious. Show them that you are taking an active interest in their lives.

two



three



Acknowledgement

Acknowledge a parents expertise, and the challenges they may face and have faced in their lives. Take every experience they share with you on board and use it to plan your intervention for maximum impact

Acknowledgement

Acknowledge a parents expertise, and the challenges they may face and have faced in their lives. Take every experience they share with you on board and use it to plan your intervention for maximum impact

four



five



Listen and Hear

It may be that the family you are working with have other issues they are trying to resolve. Listen to their concerns, and try to help wherever possible with any wider issues, to establish stronger rapport and engagement

Strengths Based Approach

It is common to focus your time looking at risk; of course - this is what we want to minimise! However, don't forget to look what strengths there are too, and work on building upon them so they become sustainable for when you close the case

six



seven



Empowerment

Encourage parents by giving them a voice; ask what *they* want to happen, ask what *their* understanding of why you are involved is - show them that you are listening

Multi Agency Working

If you are aware that the family have a good relationship with another professional, where appropriate, try to arrange a joint visit with them. They will be a great advocate for you, and you will also find establishing a relationship that little bit easier

eight



nine



Whole Family Approach

Where you feel it is appropriate, allow parents to join in on direct work sessions with the child(ren). This will show them they are part of the process, and particularly when doing fun activities, will help strengthen your relationship with them

Integration

Invite parents along to events and conferences that you know of which would be appropriate for them to attend. This will provide them an opportunity to meet other parents and decrease social isolation

ten



10 Tips for working with children

one



Pace

Follow the child's lead and allow them to explore topics at their own pace. Allow them to feel that they have control over their learning

three



Questioning

Avoid asking leading or closed questions. Give the child(ren) plenty of opportunity to speak, and repeat back what they say to confirm you have heard them

five



Feedback

Constantly seek feedback from the child(ren) throughout the sessions to ascertain whether they are absorbing the learning as well as to monitor positive outcomes

seven



Switching Roles

Allow the child(ren) to lead on activities; particularly if you are delivering a session with siblings, in which case each sibling can take a turn to lead on an activity.

nine



Books and Other Resources

Take books which are related to the subject matter you are exploring that the child(ren) may want to borrow until the next visit. Giving child(ren) this option gives the possibility for continued learning post the session

Time Limited Activities

Aim to keep direct work sessions up to an hour long, unless of course the child(ren) are fully engaged and willing to continue. Aim to spend no longer than 20 minutes on each activity, ensuring that you have enough variation

two



Inclusivity

Identify different learning styles. Try to be creative and include touch, such as with felt or sand, movement, smell and colours in activities

four



six



Child's Interests

Wherever possible, try to incorporate the child's interests into the sessions. For example, if the child(ren)s interests are dance, start and end the session with a dance to their favourite (appropriate) song

eight



Laugh Together

Remember that you are not only looking at risk, but also strengths. Build strong relationships by establishing healthy rapport where you are able to teach the child(ren) about how to keep themselves safe, but are also able to have a giggle with them once in a while!

ten



Praise, Praise, Praise!

Provide praise every step of the way to encourage the child(ren) and show that they are doing a fantastic job. Prepare certificates where you think a piece of work has been exceptional, give stickers for excellent answers, and praise them in front of parents

1.

Sessions Plans: **Parent(s)/carer(s)**

Session plan 1: Introduction to FGM

Session plan 2: Safety Planning with Parent(s)/carer(s)

Session Plan 1: Introduction to FGM for parents/carers

1 HOUR

Activity: a session designed to educate parent(s)/carer(s) on FGM, its health and legal consequences, as well as the fact that it is child abuse.

This session is to be delivered using the 'Introduction to FGM for Parent(s)/carer(s)' PowerPoint.

It is recommended that this session be undertaken with parent(s)/carer(s):

- Separately to ascertain whether they hold similar or differing views regarding FGM.
- Before sessions with children to ensure that parent(s)/carer(s) are aware of what will be discussed with child.

Objectives:

- ✓ To understand what child abuse means
- ✓ To understand that FGM is child abuse and illegal in the UK
- ✓ To understand the safeguarding implications of FGM
- ✓ To understand that FGM causes both short term and long term harm to a girl

Outcomes:

- ✓ Better understanding of why FGM is child abuse
- ✓ Greater understanding of the law in relation to FGM
- ✓ Improved knowledge of the health consequences of FGM
- ✓ Increased awareness of where to go for support

REMEMBER!

- Ask whether the parent feels more comfortable with a female or male worker. You are discussing a topic that needs to be broached with cultural sensitivity.
- Assess whether an interpreter is needed prior to commencing direct work.

Session Plan 1: Introduction to FGM for parent(s)/carer(s)

Time	Activity	Resources
5 mins	Set mutual ground rules with parent(s)/carer(s). For example, 'to respectfully learn together. I may teach you things you didn't know, and you may teach me things I don't know, so let's work together'.	Slide 2
5 mins	Go through outcomes with parent(s)/carer(s). Ask whether they would like to gain anything else.	Slide 3
5 mins	Ask what the parent(s)/carer(s) understand about child abuse. Go through the different categories of child abuse	Slide 4
5 mins	Ask what the parent(s)/carer(s) know about FGM. Ask how this relates to child abuse/safeguarding and how it connects to why social care is involved with their family	Slide 5
5 mins	Explain that FGM is child abuse in the UK and explore the ages at which it can happen. Be curious and ask whether they knew this/whether it is the same in their community	Slide 6/7
5 mins	Explain that FGM is called different things in different languages. Give some examples and find out whether they know of any more terms	Slide 7
10 mins	Explain what the different types of FGM are, using the digram in slide 7. Use only simple language: Type 1 - removing the clitoris Type 2 - removing the labia Type 3 - closing of the vulva, and leaving a small hole for urination and menstruation Type 4 - any other damage	Slide 8
Tip: Explain that FGM is very harmful, violates a girl or woman's rights and is ultimately illegal in the UK		
10 mins	Talk through the different health implications FGM can have. Ask if there are any listed implications that the parent(s)/carer(s) do not understand, and to discuss and explain to them, If you are aware that you are working with a survivor, ask whether they have been affected by any of the listed consequences and explore whether they would require support	Slide 9
5 mins	Ask the parent(s)/carer(s) why they think FGM is practised. Using the slide, pick out different reasons and discuss. Ask the parent(s)/carer(s) what they think of the different reasons to generate discussion.	Slide 10

Session Plan 1: Introduction to FGM for parent(s)/carer(s) presentation

Time	Activity	Resources
5 mins	Use the National FGM Centre world FGM map to talk through where FGM happens. If the parent(s)/carer(s) country of origin or heritage is an affected country, use this as an opportunity to look at the prevalence of FGM within that country, and to see what they think of it	Slide 11
10 mins	Explain the UK law on FGM, and how parts of it like FGM Protection Order's can be used to protect girls from undergoing FGM.	Slide 12/13
5 mins	Talk through where parent(s)/carer(s) can seek advice and information.	Slide 14/15
5 mins	Quiz: ask parent(s)/carer(s) to complete quiz to test learning	Resource 1b
5 mins	Feedback: What did parent(s)/carer(s) think about the session? What did they find most interesting? How does the learning apply to their lives?	

REMEMBER!

- Parent(s)/carer(s) may have never spoken about FGM in such detail. Be cautious that this could be re-traumatising for some women. Take active steps to assess the parent(s)/carer(s) emotions on an ongoing basis, and ensure you take breaks to ask how the parent(s)/carer(s) are feeling.
- Consider whether parent(s)/carer(s) are displaying disguised compliance. You will need to assess this throughout your intervention. Remember that learning from serious case reviews has highlighted a need for professionals to establish the facts and gather evidence about what is actually happening, rather than accepting parents' presenting behaviour and assertions. (NSPCC)

Resource 1: FGM Intro for parent(s)/ carer(s) - Slides

FGM Introduction for parent(s)/carer(s)



Ground Rules



Objectives

- To gain a basic awareness of FGM
- To understand that girls with disabilities are particularly vulnerable to FGM



Child Abuse

- Physical
- Emotional
- Sexual
- Neglect



Questions

- Have you heard about FGM?
- What do you know about FGM?



What is FGM?

"All procedures which involve the partial or total removal of the external genitalia or injury to the female genital organs whether for cultural or any other non-medical reasons"

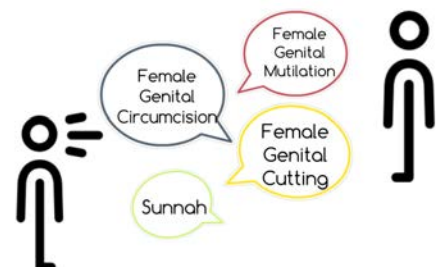
The World Health Organisation

What is FGM?

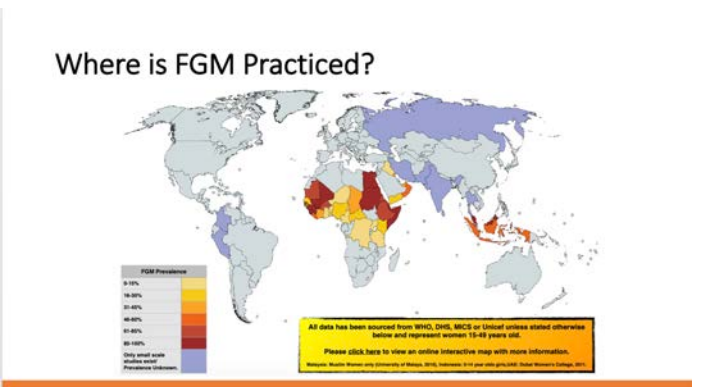
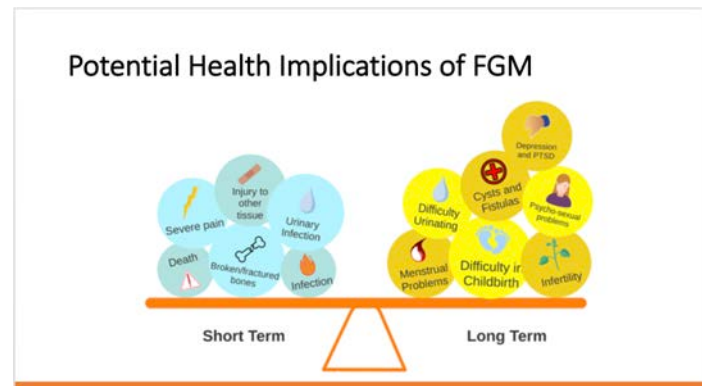
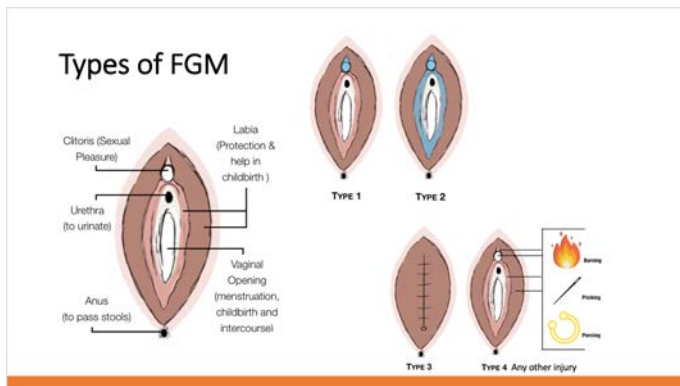
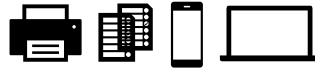
FGM is child abuse.

Young girls between infancy and the age of 15 – most commonly between 6 and 8 years old.

Other terms for FGM



Resource 1a: FGM Intro for parent(s)/ carer(s) - Slides



The Law in England and Wales

It is illegal to..

- Perform FGM on a girl in UK
- Bring a girl outside of the UK to have FGM done on a habitual resident of the UK.
- Aid the act of FGM in any way
 - Buying flights
 - Paying cutter etc.

Including:
- Asylum seeking families
- Families on student visa

Mandatory Reporting and Protection



Advice and Information

- Call the National FGM Centre on 02084987137
- Call the NSPCC Helpline on 0800 028 3550 for advice and support on FGM.
- Download FGM Passport to show family or friends who may be putting pressure on you.
- Call the police if you or a girls are in immediate danger.

Do you have any questions?



Resource 1b: FGM Quiz for Parent(s)/ carer(s)



Quiz!

FGM acceptable in some religions

True

False

A small prick to the genital area can cause long term damage

True

False

FGM can cause long-term mental health issues

True

False

FGM can be extremely distressing for a girl

True

False

FGM is legal in the UK if only a small drop of blood is released

True

False

FGM is only practised in Africa

True

False

FGM is safe if it is performed in a hospital

True

False

Name one health consequence of FGM

Should 'less harmful' types of FGM be allowed?

What can you do to ensure your daughter(s) are protected from FGM?

Resource 1b: FGM Quiz for Parent(s)/carer(s) - Answers

Quiz!

FGM acceptable in some religions

True

False

A small prick to the genital area can cause long term damage

True

False

FGM can cause long-term mental health issues

True

False

FGM can be extremely distressing for a girl

True

False

FGM is legal in the UK if only a small drop of blood is released

True

False

FGM is only practised in Africa

True

False

FGM is safe if it is performed in a hospital

True

False

Name one health consequence of FGM

Should 'less harmful' types of FGM be allowed?

No, any type of FGM can cause serious short and long term health consequences

What can you do to ensure your daughter(s) are protected from FGM?

Session Plan 2: Safety Planning with parent(s)/carer(s)

1 HOUR

Activity: a session designed to complement the education of parent(s)/carer(s) on FGM. This session focuses on safety planning around FGM

It is recommended that this session be undertaken with parent/carers(s):

- After all the sessions with the child/ren have been completed, to enable social workers to provide feedback on the work achieved.
- Together with both parent(s)/carer(s) if possible

Objectives:

- ✓ For parents and carers to feel confident in applying the knowledge learnt, in order to safeguard their children from FGM.
- ✓ For parent(s)/carer(s) to be able to demonstrate a willingness to protect their girls from FGM



Outcomes:

- ✓ Improved ability to apply learning on FGM safety planning
- ✓ Enhanced ability to give relevant and practical examples of how they will protect their daughter(s)

Session Plan 2: Safety Planning with parent(s)/carer(s)/carer(s)

Time	Activity	Resources
5 mins	Explain that the session will focus on safety planning around FGM	
5 mins	Recap on the learning undertaken in the previous session - ask what parent(s)/carer(s) remember learning, and what they found interesting. Did they have any thoughts after the session?	
Tip: As a social worker, you would have completed a genogram at the start of your intervention with the family. Use the genogram during this session to look at different people in the family's life who could pose a risk and who could be a protective factor.		
5 mins	Explain that you will now do work on safety planning. Ask what the parent(s)/carer(s) understanding is of safety planning, and give a clear straightforward explanation.	Resource 2a
30 mins	Work through the activity together. It will be your role to ask questions and challenge answers. For example, parent(s)/carer(s) may say "no one will ask me to do this to my daughter" - which could be the case, but in order to create sustainable change beyond your intervention, you need to be sure that at any point, parent(s)/carer(s) have the confidence and know <i>how</i> they will respond in such circumstances - regardless of whether they think they will be asked or not.	Resource 2a
Tip: Use the genogram to give hypothetical scenarios, for example, a member of their family/community suggesting FGM take place on their daughter(s) or someone else in the community. Ask what they would do/say in that situation. How would parent(s)/carer(s) argue that FGM should not be performed? What reasoning would they give? Who would they turn to for support?		
5 mins	Debrief	

Resource 2: Safety planning

parent(s)/carer(s)  

Safety Planning

What would you do if a family member suggested that you perform FGM on your daughter(s)?



What would you do if a community member suggested that you perform FGM on your daughter(s)?



If you were to go on holiday/return to your country of origin, and someone suggested that you perform FGM on your daughter(s), what would you say/do?



If you thought a friend/family member was thinking of having their daughter(s) undergo FGM, what would you say/do?



2.

Sessions Plans: Children

Session plan 1: My Rights! 7 years +

Session plan 2: Body Mapping: 7 years +

Session plan 3: Introduction to FGM 7-10 years
Introduction to FGM: 10 years +

Session plan 4: Understanding the psychological implications
of FGM: 7 years +

Session plan 5: Abuse is never acceptable: 10 years +

Session Plan 1: My Rights!

1 HOUR

AGES 7+ YEARS

Activity: for child(ren) aged 7+ to explore human rights and the way they apply to their lives.

This session should be used to explore safeguarding with child(ren) or young people, and to explore the foundations upon which they were based, through the use of education on their rights, and the laws that protect them. This activity is designed for child(ren) to know and understand what their rights are, and whose duty/responsibility it is to ensure they are protected

This session should be used to explore human rights. **Download a copy of the United Nations Convention on the Rights of the Child Articles in child-friendly language and print before this session.**

Objectives:

- ✓ To understand that all children have 'rights', and with rights come responsibilities
- ✓ To have an understanding of some of the rights within the UNCRC
- ✓ To understand that any form of abuse on a child would go against their rights, and be called 'child abuse'

Outcomes:

- ✓ Improved understanding of the UNCRC and the articles within it
- ✓ An awareness that any form of child abuse would go against a children's rights
- ✓ Be confident on who to go to for support

QUICK TIP!

- Prior to commencing this session, enquire whether the child's school has taught them Sex and Relationships Education. If they have, it would be important for you to know what the child has learnt already.

Session Plan 1: My Rights!

Time	Activity	Resources
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud	Scraps of paper
10 mins	Explore key words you will be using to highlight rights according to the age group	Resource 1a
5 mins	Give the child(ren) a short quiz to fill out.	Resource 1b
10 mins	Discuss answers the child(ren) or young person has given to the questions. Encourage the young person to expand on their answers by asking for examples relating to their lives. It may be likely that the child(ren) or young person does not know the answer to question 5. Work on exploring the acronym with them, and what it means. You can explain what the UNCRC is by saying: 'Your rights are protected by our government. Most governments around the world have a special agreement to protect child(ren), and they wrote it all down. It's called the Convention on the Rights of the Child, where they have promised to keep all children safe and healthy and to make sure they are protected from harm, have food, clean water, shelter, can go to school; shall we take a look at what they wrote?'	Resource 1b
Tip: Try to keep your explanation for child(ren)'s rights as simple as possible using the above as a guide. Use language the child(ren) or young person is familiar with, and give examples where appropriate.		
5 mins	Show the child or young person to the different articles that are within the UNCRC	UNCRC Articles (Appendix 3)
20 min	Start moving through various articles of the UNCRC by picking one, reading it out loud, and explaining what the article means by the use of examples	UNCRC Articles
	Encourage the child(ren) or young person to pick articles, read them aloud and explain what they mean. Ask questions such as, 'do you think that is an important right?' 'what is the most important right to you?' If you know that the child(ren)/young person knows about FGM, discuss how the articles link to FGM, showing how it is against the UNCRC.	UNCRC Articles
5 mins	End by explaining that the child(ren) or young person is entitled to having all the rights that were spoken about in the session respected, and explore who they can go to for support if they felt their rights were not being upheld	

Resource 1a: Key Words - Rights

Rights

Things people need in order to live happy and healthy lives.

For example: food, clean water, shelter

Every child(ren) around the world has the right to live happy and healthy lives, no matter who they are, where they come from or what they believe.

Nation

Another word for country

Articles

Different rules

Abuse

Treating someone badly or unfairly

Neglect

When an adult does not give the food, care and a place to live that a child needs. It is also when an adult does not protect a child that they care for from harm

Resource 1b: Quiz - My Rights

Quiz!

1. What are rights?

- ☐ a list of laws the government made
- ☐ things people need in order to live happy and healthy lives
- ☐ boring rules that adults have to follow

2. Who has rights?

- ☐ adults
- ☐ child(ren)
- ☐ everyone

3. Name two rights you have

4. Name a right that not all child(ren) have around the world

5. What is the UNCRC?

Resource 1b: “Quiz - My Rights” - Answers

Quiz!

1. What are rights?

- ☐ a list of laws the government made
- ☒ things people need in order to live happy and healthy lives
- ☐ boring rules that adults have to follow

2. Who has rights?

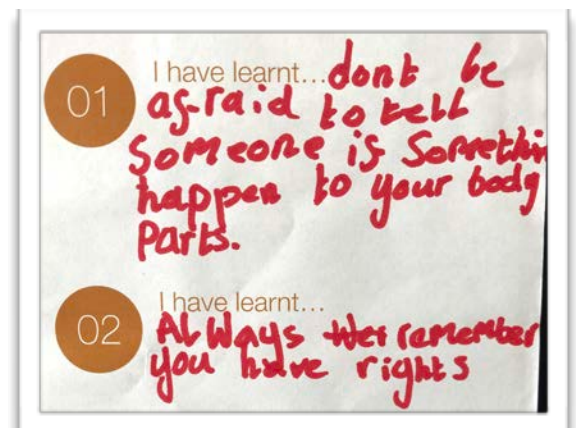
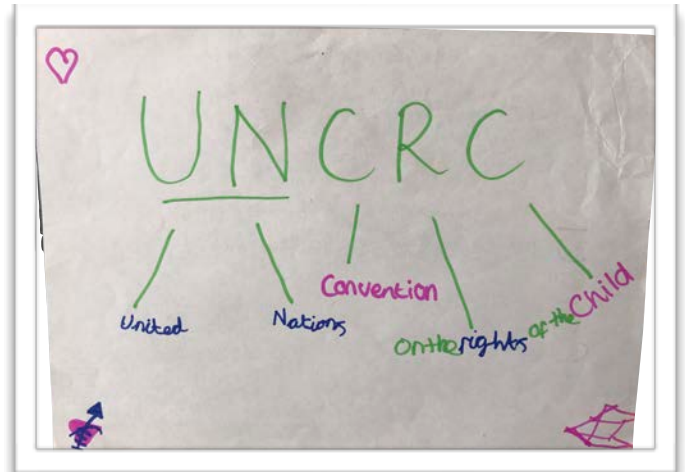
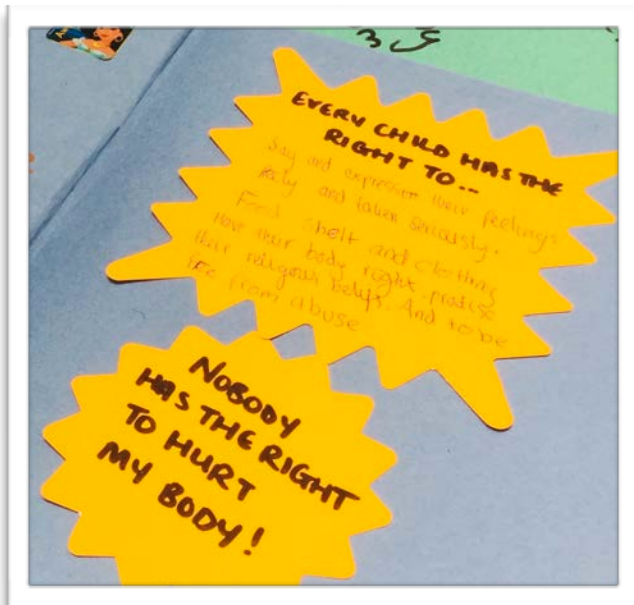
- ☐ adults
- ☐ child(ren)
- ☒ everyone

3. Name two rights you have

4. Name a right that not all child(ren) have around the world

5. What is the UNCRC?

Examples of child(ren) completing the activity and sharing learning:



Top Tip!

Try to vary where you see the child(ren), mix visit locations between home, school, child(ren)'s centres etc.

Session Plan 2: Body Mapping

1 HOUR

AGES 7+ YEARS

Activity: for child(ren) aged 7+ to be able to have a clear understanding that every part of the human body has a purpose and function, and should not be damaged or removed. This activity also aims to give child(ren) the correct terms for different parts of the body.

This session and the activity should be used to explore body rights and key statements such as 'no one has the right to hurt or touch your body' and 'your body is yours.'

You will need to **download and print** a copy of the **NSPCC Pants Rule (Appendix 2)** before the session.

Objectives:

- ✓ To understand that every part of the human body has a function
- ✓ To understand that no part of the human body should be removed unless for medical reasons
- ✓ To understand that no one has the right to touch or harm their body

Outcomes:

- ✓ Increased understanding that no one has the right to touch or harm their body
- ✓ More knowledge of different parts of the human body using the correct terms and not slang or informal words
- ✓ More confident about who to go to for support

Session Plan 2: Body Mapping

Time	Activity	Resource
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written if they would prefer not to say it out loud	Scrap bits of paper
10 mins	Explore key words you will be using according to the age group	Resource 2a/b
10 min	Introduce the session by – explaining that every part of the body has a function. For example, eyes are for being able to see, ears are for hearing etc. Ask the child(ren) to label the outline of the body (printed or drawn by them) and include the functions of each part.	Resource 2c
5 mins	Ask child(ren) what they know about 'keeping safe' and 'body rights'.	NSPCC PANTS rule (Appendix 2)
<p>Tip: When labelling the genitalia, use the correct terminology (resource 2a/b). Always remind the child(ren) to use the correct words so it is clear what they are describing.</p>		
20 mins	Using pieces of paper notes, cover one body part the child(ren) labelled, and ask "what would happen if you didn't have this body part?". E.G: "what would happen if I took away the eyes?" to which the child(ren) should reply "you wouldn't be able to see". Continue this for a few different labelled parts. Discuss with the child(ren) that every part of the body, including genitalia, has a function, and removing it would remove its function.	
<p>Tip: When covering the genitalia, and asking what the child(ren) thinks would happen if the area was damaged or removed, link their answers back to the reflection undertaken at the start of the session, around body rights and keeping yourself safe. Again, reiterate that every part of the body has a function, and removing it would remove its function too.</p>		

Resource 2a: Science Vocabulary

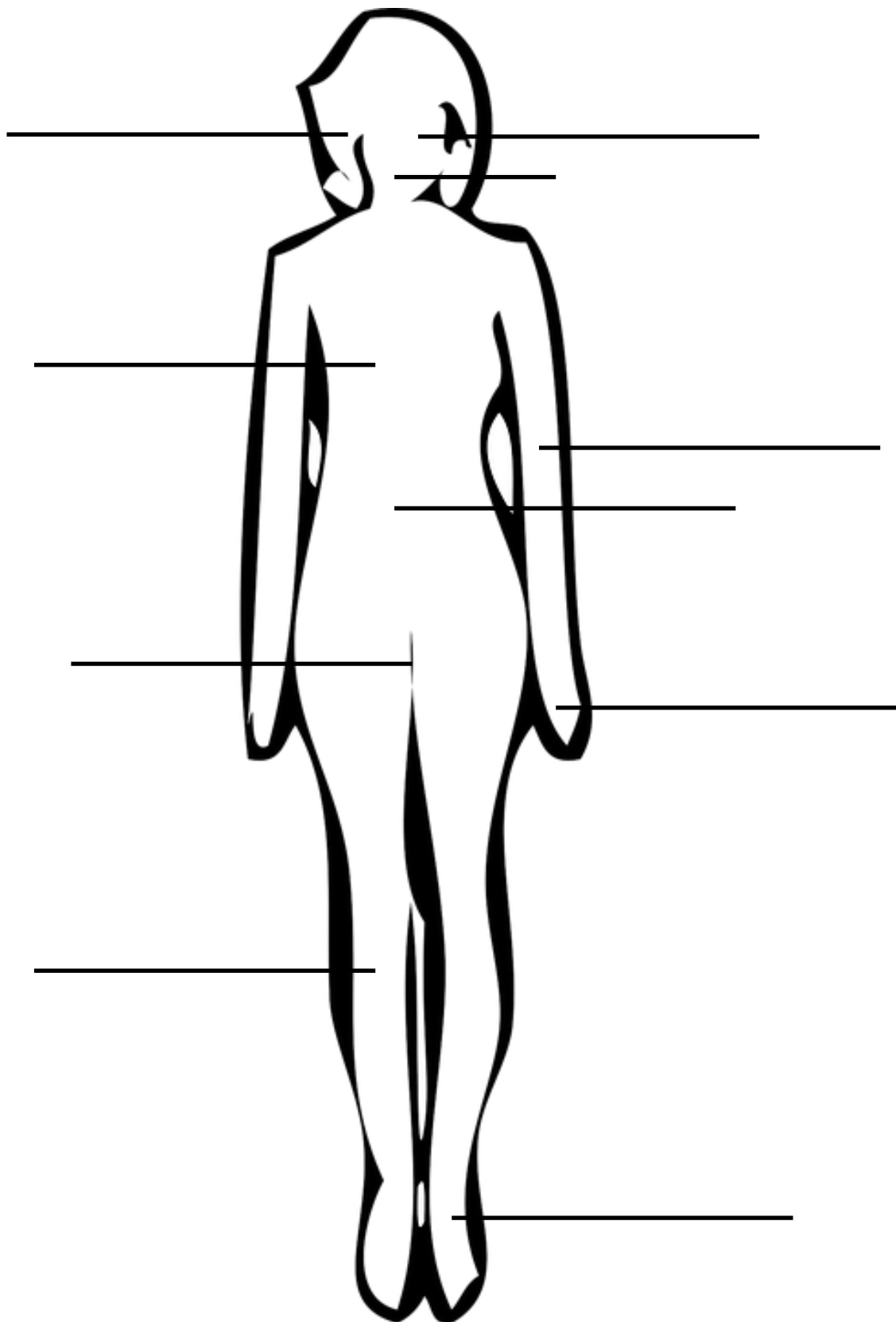
Key Vocabulary to use according to age group (PSHE Association/Science Programme)	
KS/year	Vocabulary
Year 1	Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva
Year 2	As above + baby, toddler, child(ren), teenager, adult
Year 3	As above + pollination, pollen, male, ovule, female, seed
Year 4	As above + pollination, pollen, male, ovule, female, seed
Year 5	As above + sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period
Year 6	As above + sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period

Source: Briefing on human development and reproduction in the Primary Curriculum, PSHE Association, 2019.

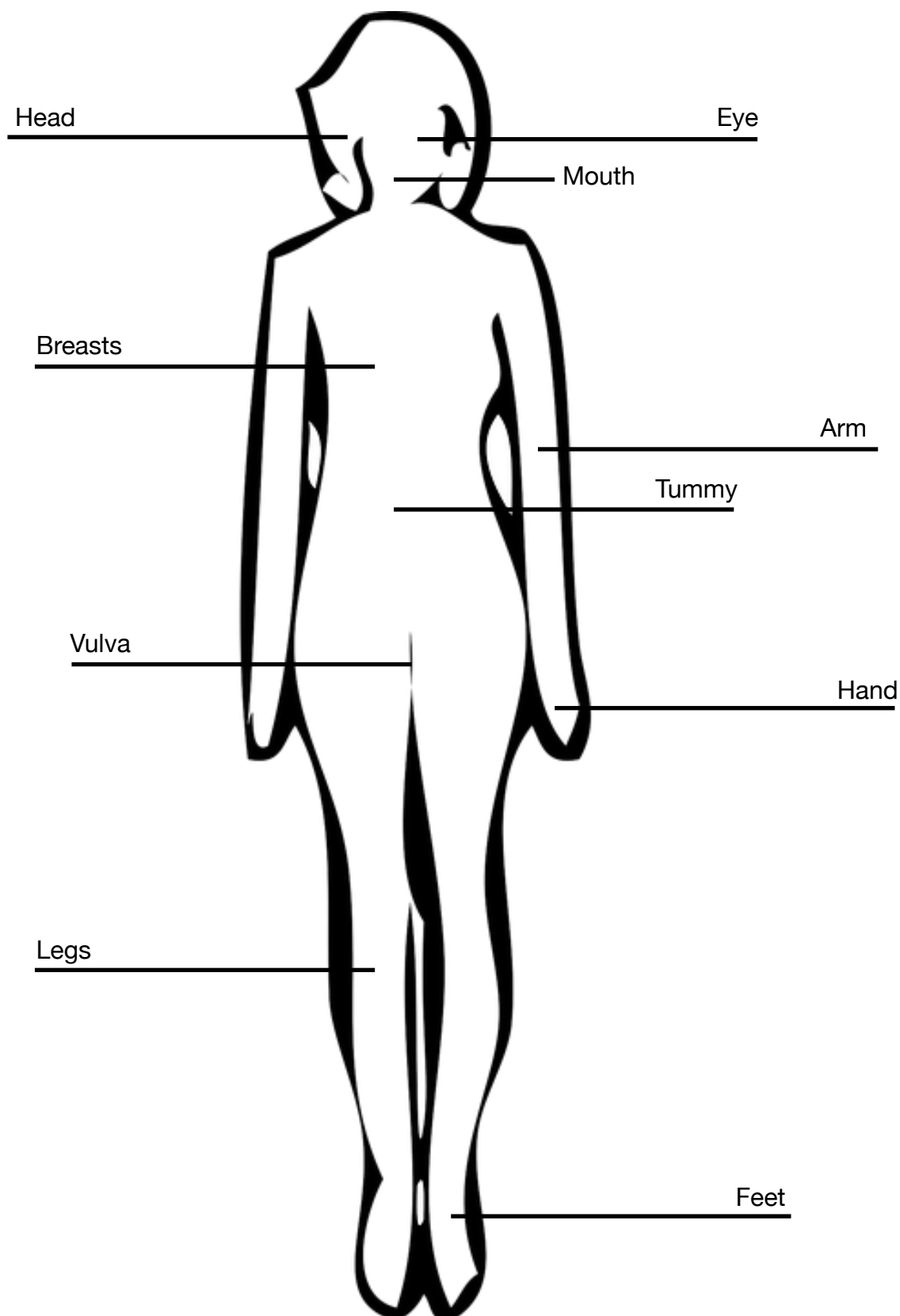
Resource 2b: PSHE Vocabulary

Key Vocabulary to use according to age group (PSHE Association)	
KS/year	Vocabulary
Year 1	Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child(ren), teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling
Year 2	Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child(ren), teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling
Year 3	As above + change, grow, mature, feelings, emotions, excited, up and down, worried, reproductive organs, sperm, egg
Year 4	As above + puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worries, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, what, body odour, sanitary towel, tampon
Year 5	As above + puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings, excited, up and down, attraction, worries, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, what, body odour, sanitary towel, tampon
Year 6	Puberty, change, grow, mature, private parts, genitals, , strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent

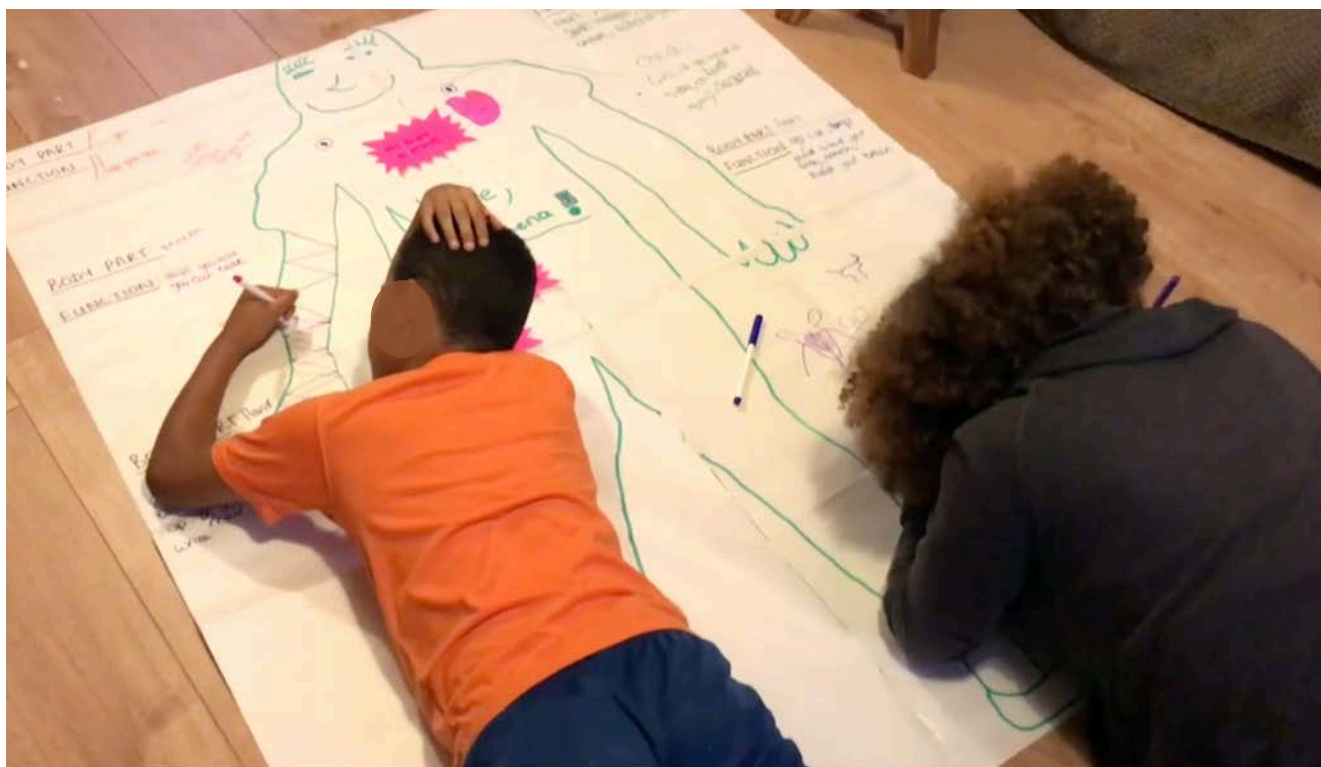
Resource 2c : Body Mapping



Resource 2c : “Body Mapping” - Answers



Examples of children completing the activity and sharing learning:



Top Tip!

Don't be afraid to use the words 'genitalia' 'penis' and 'vagina'. If parent(s)/carer(s) are anxious, show them resource 2a/b to highlight what words they should be familiar with.

Session Plan 3: Introduction to FGM - 7 years +

1 HOUR

AGES 7+ YEARS

Activity: This activity aims to introduce the topic of Female Genital Mutilation to children aged 6-10 years. To be delivered using **FGM Intro for Children PowerPoint** and

Appendix 3: UNCRC Rights

Practitioners are to deliver this after human rights and body rights have been explored

Objectives:

- ✓ For the child(ren) to understand what Female Genital Mutilation is physically.
- ✓ For the child(ren) to understand why people may practice Female Genital Mutilation.
- ✓ For the child(ren) to understand that Female Genital Mutilation is illegal in the UK.

Outcomes:

- ✓ Improved understanding why FGM is child abuse
- ✓ Increased awareness that FGM is against the UNCRC and illegal in the UK
- ✓ Knowledge that no one has the right to touch or harm their body
- ✓ Increased confidence about who to go to for support

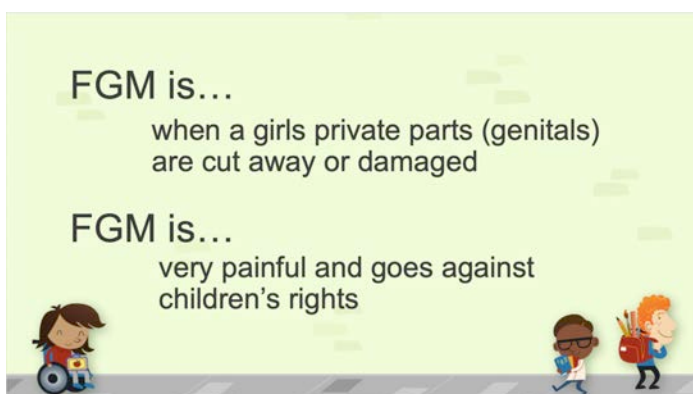
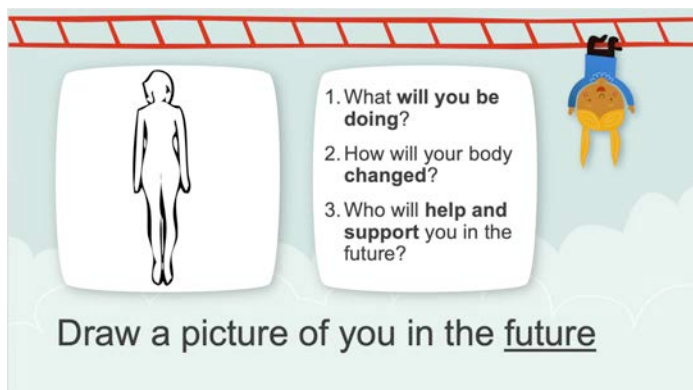
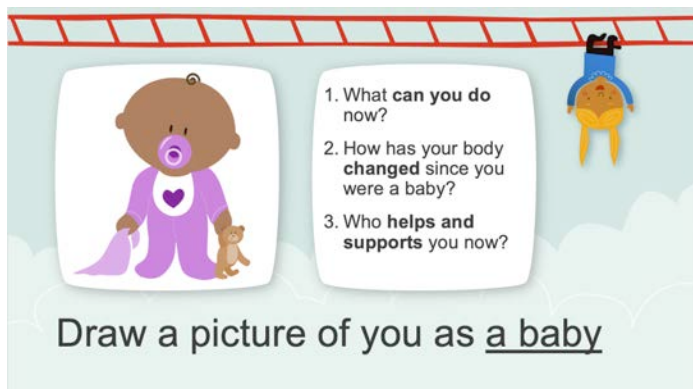
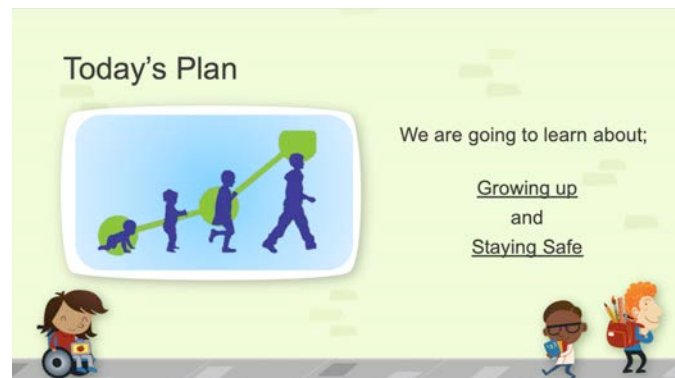
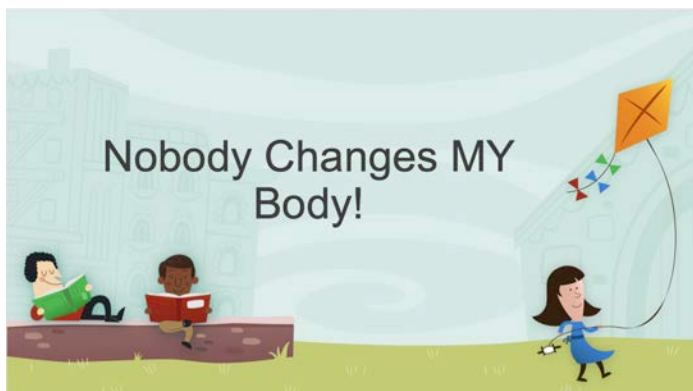
Session Plan 3: Introduction to FGM - 7 years +

Time	Activity	Resources
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud	Scrap bits of paper
5 mins	Introduction to topic about body: explain that in this activity the child(ren) will be exploring growing up and the ways they can learn can keep themselves safe. Explain that they will be doing some drawing and lots of talking.	Slide 2
10 min	Ask the child(ren) to draw a picture of them as a baby. Ask them to write down or discuss; What did you do when you were a baby? What couldn't you do as a baby? Who helped you when you were a baby?	Slide 3
10 min	Ask the child(ren) to draw a picture of themselves. Ask them to write down or discuss; What can you do now? How has your body changed since you were a baby? Who helps and supports you now? Encourage the child(ren) thinking about how their body has developed since they were a baby	Slide 4
10 mins	Ask the child(ren) to draw a picture of them grown up. Ask them to write down; What will you be doing? How do you think your body will change? Who will help and support you in the future?	Slide 5

Session Plan 3: Introduction to FGM - 7 years +

Time	Activity	Resources
5 mins	<p>Ask the child(ren) whether they agree/disagree/unsure about the following statements and ask why.</p> <p>My body is MINE Nobody has the right to HURT my body Nobody has the right to CHANGE my body</p> <p>Explain that these are called 'body rights' Explain, using the child(ren)'s drawings, that as they grow up, their bodies will change naturally - just like they have since they were a baby. Other than the body changing on its own, no one else has the right to purposely hurt or change their body, as this would go against their body rights, and against the UNCRC</p>	Slide 6
Tip: Refer to resource 1c in the 'My Rights!' session plan to link the body rights to children's rights		
10 min	<p>Explain that there is something called FGM - ask if they know what it is. Explain what FGM is, using ChildLine's definition. "<u>Female Genital Mutilation (FGM)</u> (sometimes called female circumcision or cutting) is when a girl's external genitals (private parts) are cut away or damaged."</p> <p>Explain that FGM is wrong, and that it goes against human rights. Explain some people believe in order to grow up and become a woman that girls need to have their private parts changed and cut. Some wrongly people believe it makes the girl cleaner or that it is part of their religion.</p> <p>However, FGM is... Very painful Does not need to happen to make a girl into a woman. Not required by any religion.</p>	Slide 7
10 min	<p>Explain that FGM is not allowed (illegal) in the UK – it's also not allowed for girls to be taken out of the country to have FGM. Explain that it is harmful to a girl's health as her private parts may not be able function as they did naturally</p>	Slide 8
5 mins	<p>Ask the child(ren) what they think of FGM: how does it make them feel?</p>	Slide 9
10 mins	<p>Explain that if they ever felt in danger or that a friend was in danger of FGM, that they should always speak to a trusted adult, or the NSPCC helpline. Explain that if they are in immediate danger, they should call the police on 999.</p>	Slide 10

Resource 3a: Slides



Resource 3a: Slides

How has learning about
FGM made you feel?



What should I do if I am worried?

999
NSPCC Helpline
Trusted Adult



Questions?



Session Plan 3: Introduction to FGM - 10 years +

1 HOUR

AGES 10+ YEARS

Activity: This activity aims to introduce the topic of Female Genital Mutilation to child(ren) 10 +. To be delivered using Introduction to FGM for Young People Presentation (Page 84 - 87).

Practitioners are to deliver this after human rights and body rights have been explored

Objectives:

- ✓ For the child(ren) to understand what Female Genital Mutilation is.
- ✓ For the child(ren) to understand why people may practice Female Genital Mutilation.
- ✓ For the child(ren) to understand that Female Genital Mutilation is illegal in the UK.

Outcomes:

- ✓ Improved understand why FGM is child abuse
- ✓ Increased awareness that FGM is against the UNCRC and illegal in the UK
- ✓ Increased recognition that no one has the right to touch or injure their body
- ✓ Increased confidence on who to go to for support

Session Plan 3: Introduction to FGM - 11 years +

Time	Activity	Resources
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud.	Scrap bits of paper
5 min	Recap on the previous discussions around human rights that you have undertaken.	Slide 3
5 mins	Ask the young person(s) what they have learnt so far about body safety.	Slide 4
5 mins	Explain that you are now going to speak to them about a particular body rights violation and its called FGM. Ask them whether they have heard about it/what they know about it	Slide 5
5 mins	Explain what FGM is using the definition provided.	Slide 6
5 min	Explain that FGM is called different things in different languages. Give some examples and find out whether they know of any more terms	Slide 7
5 min	Recap on previous learning about body functions to introduce what a healthy vulva looks like. Talk through the different labels on the diagram	Slide 8
Use your professional judgement to decide if the child has sufficient maturity and understanding to view the different types of FGM.		Slide 10
10 mins	Explain what the different types of FGM are, using the diagram in slide 8. Use only simple language: Type 1 - removing the clitoris Type 2 - removing the labia Type 3 - stitching the vulva, and leaving a small hole for urination and menstruation Type 4 - any other damage	Slide 11-12
5 min	Explain that FGM is very harmful, against the UNCRC and violates a girl or woman rights	Slide 13/14
Refer to resource 1c in the 'My Rights!' session plan to link the body rights to child(ren)'s rights		
10 min	Talk through the different health implications FGM can have. Ask if there are any listed implications that the young person(s) do not understand, and to discuss them.	Slide 15
5 min	Ask the young person(s) why they think FGM is practiced. Using the slide, pick out different reasons and discuss. To prompt discussion, ask the young person(s) what they think of the different reasons.	Slide 17/18

Session Plan 3: Introduction to FGM - 11 years +

Time	Activity	Resources
5 mins	Explain that FGM can happen from when a girl is a baby, or even when she is an adult woman, and that the time it happens depends on the family/community	Slide 19
5 min	Use the National FGM Centre world FGM map to talk through where FGM happens. If the young person(s) country of origin or heritage is an affected country, use this as an opportunity to look at the prevalence of FGM within that country, and to see what they think of it	Slide 21
10 min	Give the young person(s) a quiz to complete	Slide 22/ Resource 3a
10 min	Explain the UK law on FGM, and how parts of it like FGMPO's can be used to protect girls from undergoing FGM.	Slide 24/25
5 mins	Talk through what a girl can do if she is worried about FGM. Does the young person(s) know this?	Slide 26

QUICK TIP!

This session may prompt the young person to ask whether FGM is something their mother or other female relatives have experienced. It is important to explore the possibility of this arising with parent(s)/carer(s) to come to an agreement about how best to approach this. The NFGMC believes that if a decision is made to tell the child(ren) that their mother or other female relatives have experienced FGM, it should be done with a professional and mother present. It should be approached with sensitivity.

Resource 3a: Quiz - FGM

Quiz!

FGM is OK if a doctor does the procedure

True

False

Without FGM, a girl/woman will smell

True

False

FGM can make a woman infertile

True

False

A girl only becomes a woman when she has FGM

True

False

FGM is a religious requirement for some people

True

False

FGM can make the vagina less hygienic

True

False

The clitoris stops growing after puberty

True

False

Resource 3a: Quiz - FGM - Answers



Quiz!

FGM is OK if a doctor does the procedure

True

False

Without FGM, a girl/woman will smell

True

False

FGM can make a woman infertile

True

False

A girl only becomes a woman when she has FGM

True

False

FGM is a religious requirement for some people

True

False

FGM can make the vagina less hygienic

True

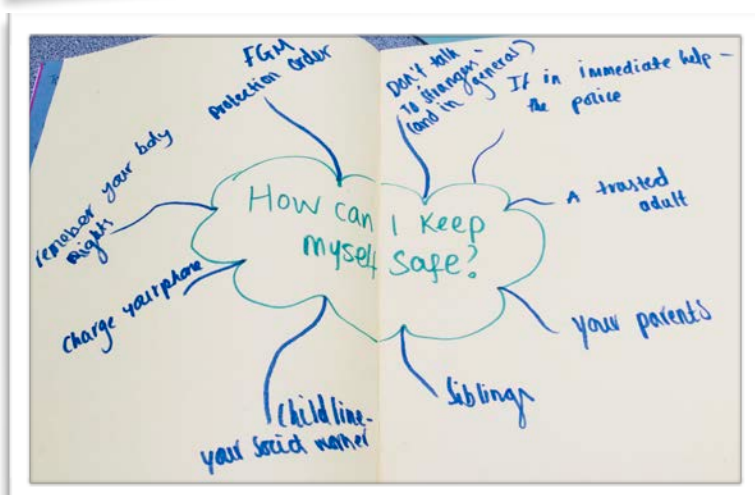
False

The clitoris stops growing after puberty

True

False

Examples of child(ren) completing the activity and sharing learning:



Top Tip!

Familiarise yourself with the language that the child(ren) uses, and adopt the correct language into your conversations to build rapport

Session Plan 4: Understanding the Emotional Impact of FGM

1 HOUR

AGES 10+ YEARS

Activity: This activity aims to enable children/young people to have a clear understanding around the psychological implications of FGM. This activity gives children/young people the language and understanding of what different types of mental health are, and how they apply to FGM.

This activity should be used alongside introducing FGM to child(ren), or after FGM has been explored and explained.

Objectives:

- ✓ To understand that FGM can affect a child's emotional health
- ✓ To understand what different types of mental health are and how they apply to FGM
- ✓ To understand that FGM is illegal and child abuse

Outcomes:

- ✓ Enhanced ability to explain why child abuse is not acceptable
- ✓ Improved understanding why FGM can have serious impacts on a child's and adult's emotional health
- ✓ Increased confidence on who to go to for support

Session Plan 4: Understanding the psychological implications of FGM

Time	Activity	Resources
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud	Scrap bits of paper
10 mins	Go through the list of key words you will use during the session, explaining what they mean using examples. Take time to ensure the child(ren) has a good understanding of each term.	Resource 4a: key words: feelings
15 mins	Ask the child(ren) to match the emotion picture card with the appropriate emotion. Ask question such as "what makes you think this is what she is feeling?" "do you think you can feel more than one emotion at a time?" "how can this emotion affect someones life?"	Resource 4b: emotions picture cards
5 mins	Using the emotion definition cards, label the feelings to the emotions picture cards. Some feelings can be labelled to more than one emotion - use this as an opportunity to ask questions such as "can you explain how they can be applied to both emotions?"	Resource 4c: emotion definition cards
Tip: reflect on the learning already undertaken about FGM as a recap. What has the young person learnt? Explain that you will now explore the different ways that FGM can affect a child or young person		
15-20 mins	Explain that you are going to give the child a story that is incomplete, and it is up to them to fill in the blanks using the cut out words. Explain that the activity is to try to help them to understand the emotional impact that FGM can have. Use professional judgement to determine which story is most appropriate for the young person you are working with.	Resource 4d: (choose according to age/ competence of child)
5 mins	Use the 'FGM Emotions' tool to start to unpick some of the emotions and issues a girl may face after having undergone FGM. Ask the child(ren) to use some of the feeling and emotion cards (appendix 2 and 3) to label the girl	Resource 4e: FGM emotion
5 min	Debrief: how has it felt to learn about the emotions a survivor may have? End by explaining that the negative emotional effects FGM can have on a girl is part of the reason why it is considered child abuse, and therefore illegal in the UK	

Resource 4a: Key Words - Feelings



Emotions

Feelings that a person has

E.g. happy, excited, sad, angry, confused, scared

Mental Health

How good or bad a person feels

E.g. If a person has good mental health, they may feel happy. If a person has bad mental health; they may feel down or sad.

Pain

A physical or emotional feeling which is not pleasant

E.g. pain in your stomach

Mental health

A person's psychological health, which can impact their emotional well-being. It can impact how a person thinks, acts and feels.

E.g. A person with good mental health may feel happy and content with their life. A person with bad mental health may be unhappy, which then affects how they think, act and feel. It can cause isolation, low energy, low mood and mood swings.

Mutilation

Cutting or injuring a part of the body

For example mutilating a hand would be to cut and damage it so it was not the same as it had been before it was mutilated.

Resource 4a: Key Words - Feelings



Depression

Sometimes called a mood disorder. This is when negative feelings and thoughts over a long period of time affect a person's ability to function.

For example they may feel down a lot, may not be able to sleep properly, be irritable, moody or sad. A person might not always show this on the outside, and may instead hide these feelings

Anxiety

Excessively worrying about things, and always thinking of the worst that could happen.

For example excessively worrying about school, friends, family or other issues in a person's life

Flashbacks

Memories of past experiences that were traumatic. A person who experiences flashbacks may feel that they are able to hear, smell and see the event, and even feel the event taking place again. Flashbacks can cause panic attacks, anxiety and claustrophobia

Honour

To treat someone with respect and to do what is morally right

For example to honour a family member, you may speak to them politely, listen carefully and be kind, to show respect.

Resource 4b: Emotion Cards



HAPPY



SAD



ANGRY

Resource 4b: Emotion Cards



CONFUSED



WORRIED



FUSTRATED

Resource 4b: Emotion Cards



SCARED



EXCITED



SHY

Resource 4b: Emotion Cards



NERVOUS

Resource 4c: Emotion Definition

Cards   

Can;t stop smiling or laughing

Everything is annoying

Not wanting to talk to anyone

Difficult to breathe

Feeling faint or dizzy

Cant sit still

Butterflies in your stomach

Feeling really hot or cold




You feel good

Feeling sick

Sweat

Feeling your heart beat fast

Resource 4d: Survivor Story

(7-10yrs)   

Story of a survivor blank (7-10)

Her name is Ayla. She had FGM done when she was _____ years old. It was a _____ day. She doesn't remember much, except lots of her family going to her house. She remembers she was _____ to see all her cousins, and play with the new doll her mum got her that day. The next thing she remembers is _____ in _____. It hurt her a lot. She felt really _____ - her mum was telling her that she loved her and that she was brave, whilst hugging and kissing her, but she also just _____ her. Until this day, she still _____ about that day. Ayla feels _____.

Sad

6

Normal

Excited

Crying

Pain

Confused

Hurt

Thinks

Resource 4d: Survivor Story

Completed (7-10yrs)

Her name is Ayla. She had FGM done to her when she was **6** years old. It was a **normal** day. She doesn't remember much, except lots of her family going to her house. She remembers she was **excited** to see all her cousins, and play with the new doll her mum got her that day. The next thing she remembers is **crying** in **pain**. It hurt her a lot. She felt really **confused** – her mum was telling her that she loved her and that she was brave, whilst hugging and kissing her, but she also just **hurt** her. Until this day, she still **thinks** about that day. Ayla feel **sad**.

Resource 4d: Survivor Story

(11-14yrs)

Story of a survivor (11-14 years)

Her name is Hannah. She is 15 years old and just finishing year 11. She is so _____ about the summer holidays so she can relax and hang out with friends, but at the same time she is _____. Quite a few summers ago, Hannah went back to visit relatives in her parents' home country. She thought it was just another family holiday; but it wasn't. This time it was different. Her auntie told her it was my time to become a _____, a _____ and _____ woman. She didn't know what that meant. One day, her aunt came to collect her and some of her girl cousins from the house; and took them about an hour away to another relative's home whom she had never met before. When Hannah went in, the first thing she heard was a girl _____. None of the girls knew what was going on – all they could see were girls going in and out of this one particular room. Since Hannah was the eldest of the cousins, she went in first. She _____ out in _____. She was in _____.

Resource 4d: Survivor Story

(11-14yrs)   

Her aunt was saying 'be quiet! Be quiet! The other girls will hear you!' But Hannah didn't care, it _____ so much. Every summer she remember that day, and every summer she is _____. Sometimes she feels so _____ that she _____
_____. Some days she can't _____. She feels so _____ for not stopping them doing it to her little cousins, but she felt so _____. She could not move, and no words would come out of her mouth, as much as she tried. Hannah still suffers from this guilt today.

excited

anxious

woman

pure

clean

scream

screeched

pain

agony

hurt

angry

down

cant sleep

eat

guilty

helpless

Resource 4d: Survivor Story

Completed (11-14yrs)

Story of a survivor completed (11-14)

Her name is Hannah. She is 15 years old and just finishing year 11. She is so **excited** about the summer holidays so she can relax and hang out with friends, but at the same time, she is **anxious**. Quite a few summers ago, Hannah went back to visit relatives in her parents' home country. She thought it was just another family holiday; but it wasn't. This time it was different. Her auntie told her it was time to become a **woman**, a **pure** and **clean** woman. She didn't know what that meant. One day, her aunt came to collect her and some of her girl cousins from the house; and took them about an hour away to another relative's home whom she had never met before. When I went in, the first thing I heard was a girl **scream**. None of us knew what was going on – all we could see were girls going in and out of this one particular room. Since she was the eldest of her cousins, she went in first. She **screeched** out in **pain**. She was in **agony**. Her aunt was saying 'be quiet! Be quiet! The other girls will hear you!' But she didn't care, it **hurt** so much. Every summer, she remembers that day, and every summer she is **angry**. Sometimes she feels so **down** that she **can't sleep**. Some days she can't **eat**. She feels so **guilty** for not stopping them doing it to her little cousins, but she felt so **helpless**. She could not move, and no words would come out of her mouth, as much as she tried. Hannah still suffers from this guilt today.

Resource 4d: Survivor Story

(15-18yrs)


Her name is Robyn. That's not her real name; if anyone in her family ever found out that she was telling this story, she would be _____. She has been _____ like so many other women that have experienced what she has. But Robyn wanted to tell this story somehow. She was _____ when she was 10 years old. Robyn comes from a wealthy family, and they lived in a huge house in the suburbs at the time. They hosted lots of dinner parties which is probably why she was so _____. Just before Robyn's birthday came, her mum told her that turning 10 was an _____ because it meant that she was going to become a _____. Her mum was organising a huge _____ for Robyn – the theme was going to be Charlie and the Chocolate Factory. Robyn was super _____. Everyone was coming, including family from overseas. About a week before her birthday party, they had guests from far come and stay with them. One night, Robyn's mum called her into one of the guest rooms they were staying in. Robyn didn't know why – but she did as she was told. All her mum said was 'tonight is the night you become an _____ woman'. Two of the

Resource 4d: Survivor Story

(15-18yrs)  

women sat by Robyn's feet, her mum and one of the other women sat by her head and there was another who opened her legs. Robyn didn't know what was used, but she _____ Robyn, and Robyn started to _____ – but they all _____. Robyn woke up some hours later; to the sound of her mum and dad yelling at each other, and the feeling of a cold towel on her forehead. Robyn must have _____, because that's all she remembered. The day of her birthday party came, but she was still in _____ from the week before so she didn't enjoy it at all. That's when Robyn _____. Robyn was no longer _____ and _____; she was instead a _____, spent a lot of time on her own, and didn't speak much. She still can't _____ to people the way I used to. How could her parent(s)/carer(s) do this to her? Robyn felt so _____. Some days it felt like it was just a _____ – but it wasn't, and Robyn had the _____ and _____ to prove it. Robyn has the fact that she is _____ to prove it. She has all her _____ notes to prove it. She has _____ medication to prove it. What they did to her took less than a minute, but the effects have lasted a _____.

Resource 4d: Survivor Story

(15-18yrs)   

disowned	silenced	mutilated	outgoing
important	age	woman	party
excited	overseas	women	lay down
honourable	cut	scream	held her down
blacked out	pain	changed	outgoing
bubbly	recluse	connect	betrayed
nightmare	scars	flashbacks	infertile
counselling	depression	effects	lifetime

Resource 4d: Survivor Story

Completed (15-18yrs)

Her name is Robyn. That's not her real name; if anyone in her family ever found out that she was telling this story, she would be **disowned**. She has been **silenced** like so many other women that have experienced what she has. But she wants to tell this story somehow. She was **mutilated** when she was 10 years old. Robyn comes from a wealthy family, and they lived in a huge house in the suburbs at the time. They hosted lots of dinner parties which is probably why she was so **outgoing**. Just before her birthday came, her mum told her that turning 10 was an **important age** because it meant that she was going to become a **woman**. She was organising a huge **party** for her – the theme was going to be Charlie and the Chocolate Factory. She was super **excited**. Everyone was coming, including family from **overseas**. About a week before her birthday party, they had guests from far come and stay with them. One night, her mum called her into one of the guest rooms they were staying in. She went in, and only **women** were there. Her mum told her to **lay down** on the bed – she didn't know why – but she did as she was told. All her mum said was 'tonight is the night you become an **honourable** woman'. 2 of the women sat by her feet, her mum and one of the other women sat by her head and there was another who opened her legs. She didn't know what she used, but she **cut** her, and she started to **scream** – but they all **held her down**. She woke up some hours later; to the sound of her mum and dad yelling at each other, and the feeling of a cold towel on her forehead. She must have **blacked out**, because that's all she remembers. The day of her birthday party came, but she was still in **pain** from the week before so she didn't enjoy it at all. That's when she **changed**. She was no longer **outgoing** and **bubbly**; she was instead a **recluse**, spent a lot of time on her own, and didn't speak much. She still can't **connect** to people the way she used to. How could her parent(s)/carer(s) do this to her? She felt so **betrayed**. Some days it felt like it was just a **nightmare** – but it wasn't, and she has the **scars** and **flashbacks** to prove it. She has the fact that she is **infertile** to prove it. She has all her **counselling** notes to prove it. She has her **depression** medication to prove it. What they did to her took less than a minute, but the effects have lasted a **lifetime**.

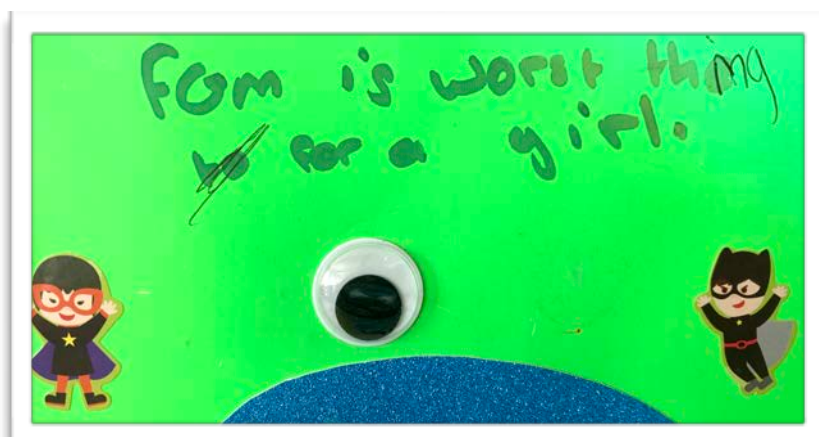
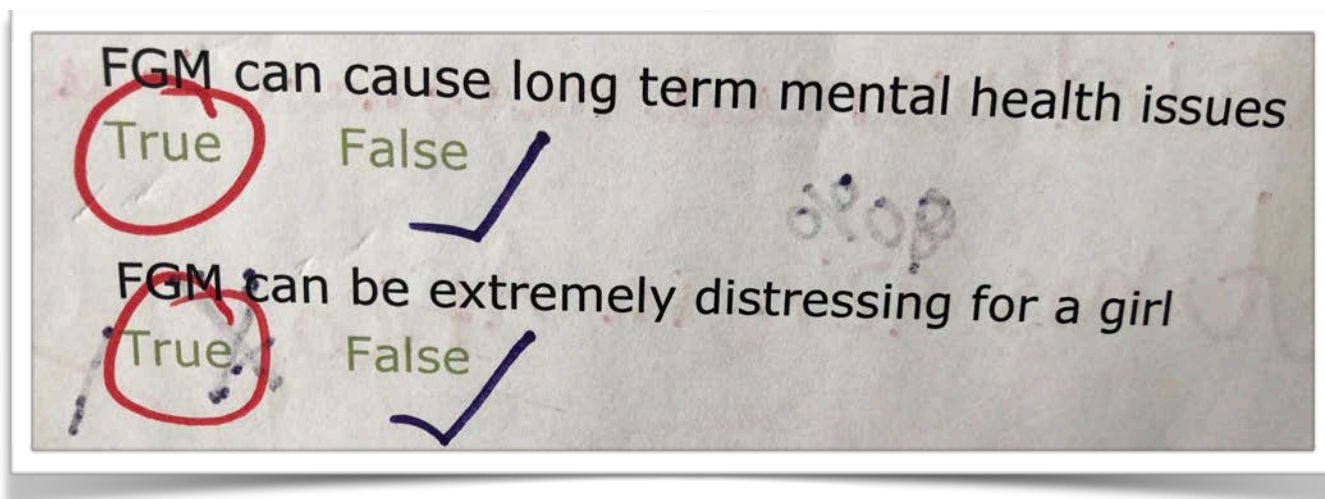
Resource 4e: FGM Emotions



What emotions do you think I would be feeling if I were a survivor of FGM?



Examples of child(ren) completing the activity and sharing learning:



Top Tip!

Familiarise yourself with the language that the child(ren) uses, and adopt appropriate words into your conversations to build rapport

Session Plan 5: Abuse is never acceptable

1 HOUR

AGES 10+ YEARS

Activity: This session should enable child(ren) to have a clear understanding that harmful practices are both illegal and child abuse. This activity centres around a child(ren) or young persons understanding what their own views and boundaries are around child abuse, in order to reflect on harmful practices and come to conclusions around what is and is not acceptable.

Objectives:

- ✓ To understand that harmful practices can have an affect on a child(ren)'s emotional and physical health
- ✓ To understand that harmful practices are not acceptable under any circumstances

Outcomes:

- ✓ Increased awareness why child abuse is not acceptable
- ✓ Increase ability to state that 'my body belongs to me'
- ✓ Enhanced understanding why religion or culture cannot be used to justify child abuse

Session Plan 5: Abuse is never acceptable

Time	Activity	Resources
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or on written down if they would prefer not to say it out loud	Scrap bits of paper
10 mins	<p>Key words to have available:</p> <p>Social norms Values Beliefs Attitudes Behaviours Practices</p> <p>Go through the list of key words you will use during the session, explaining what they mean using examples</p>	Resource 5a: key words: definitions
10 min	<p>Everyone has boundaries and points at which they can not tolerate a situation.</p> <p>Ask the child/young person to stand still on one leg. As they try to stand still, ask them at which point do they think this would become intolerable? After they have sat back down, explain that everyone has a point where they have to say no, especially when it comes to abuse. As a society in general, we also have boundaries around what is and what is not acceptable behaviour</p>	
<p>Tip: At this point, explain that there are some values, attitudes, beliefs and practices that society accepts which are not harmful and others which society does not tolerate, and are made illegal, such as: child abuse</p>		
20 mins	Put the labels 'acceptable behaviour' and 'unacceptable behaviour' at the top of the table, mix up the statements (resource 5c) and ask the child(ren) to slot each one under the relevant bubble. Explore their reasoning and challenge thoughts as you go along	Resource 5b and 5c

Session Plan 5a: Key Words

Definitions

Social norms:

Accepted behaviour that an individual is expected to conform to. For example, respecting one's elders.

Values:

Ideas or principles which dictate the way a person behaves. For example, honesty/loyalty/commitment.

Beliefs:

An idea which is accepted as the truth. For example seeing a black scarecrow gives a person good luck, whereas seeing a black cat can bring a person bad luck.

Attitudes:

The way you think or feel about something. For example women being seen as nurturers/carers.

Session Plan 5a: Key Words

Definitions

Behaviours:

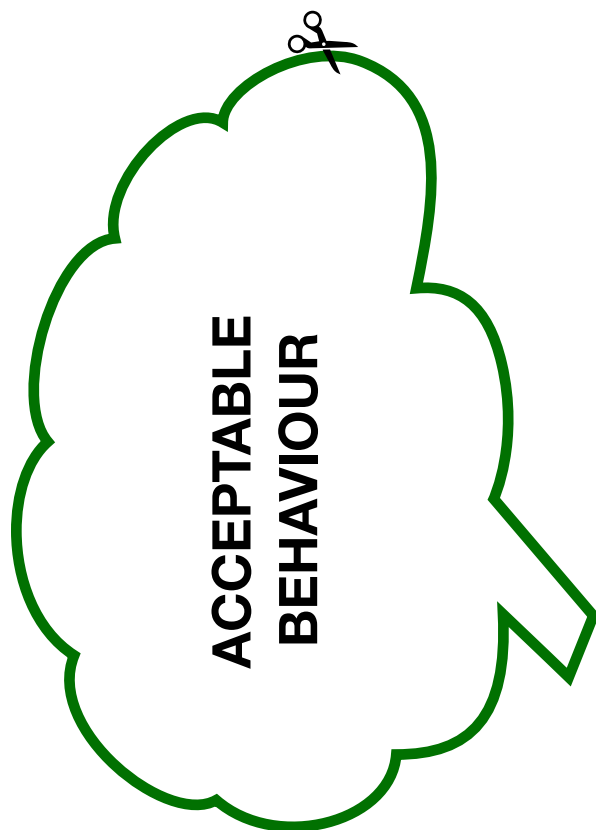
The way in which someone, or a group of people act; or the way in which a person or group of people respond to particular situations; or lifestyle choices a person chooses which stay true to their values. For example being an honourable person is a very strong belief in many communities, and to behave in ways which are deemed unacceptable can bring shame on a family.

Practices:

The actual application or use of an idea/belief. For example because women are seen to be carers/nurturers and men are seen as providers, in many countries and communities, women will not work and instead stay home to raise their child(ren) whilst their partners/husbands go out to work and earn money to support the family

Session Plan 5b Behaviour

Bubbles   



Session Plan 5c: Behaviour Table



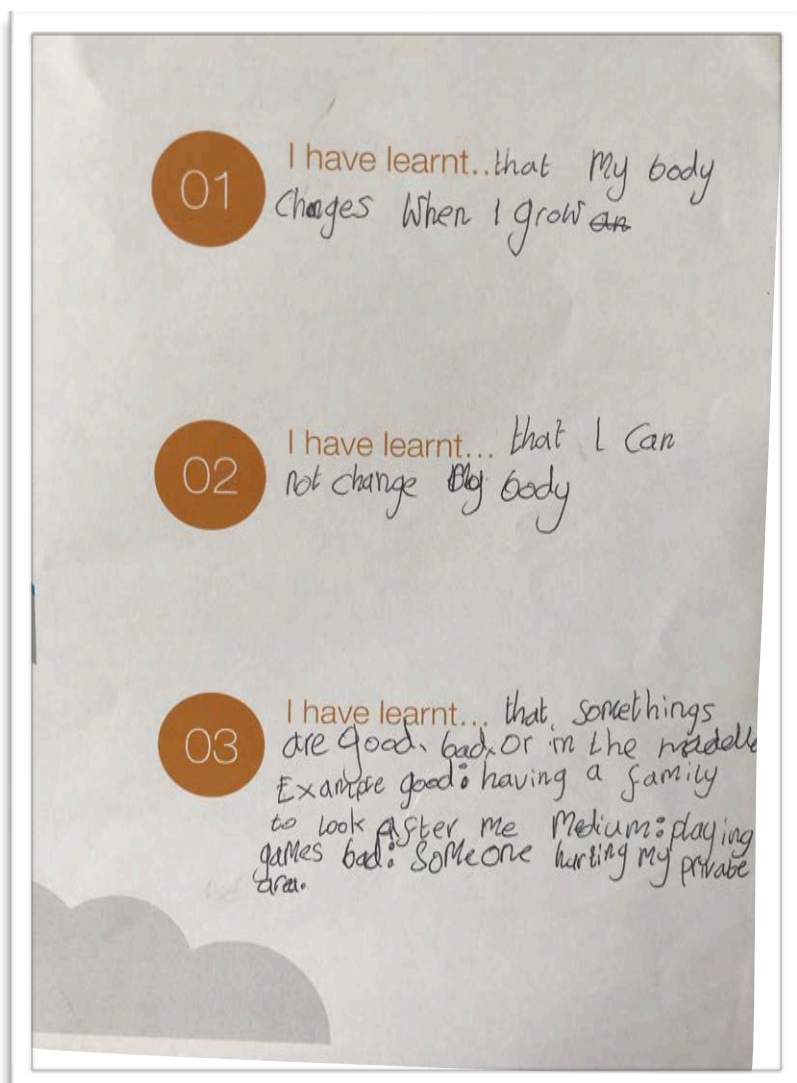
I can/will/do accept	I cannot/will not/don't accept
Coming of age ceremonies, so long as they are not harmful	Forcing someone to do something they do not want to do
Women and men being equal and having equal opportunities	FGM
Learning about different cultures and religions	Negative images and commentary on women and what they "should look like"
Speaking up about issues that affect children around the world	Using Religion or culture as a justification for abuse
Challenging someone who thinks its okay to hurt another person	Child abuse
Respecting other people, no matter what their background, as long as they are not harming another person	Physical Abuse
Promoting and spreading the word about children's rights	Sexual abuse
Trusted adults, such as social workers, teachers and the police, helping to keep me safe	Emotional abuse
Society treating women and men/girls and boys as equal	Violence against women, purely because they are women and are seen as inferior to men
Cultural traditions which are not harmful, but instead fun and bring happiness	Negative images and commentary on women and what they "should look like"
People like social workers and police working to educate me and my family about harmful practices, and helping them to ensure children are kept safe	Using Religion or culture as a justification for abuse

Session Plan 5c: Behaviour Table



I can/will/do accept	I cannot/will not/don't accept
Promoting and spreading the word about child(ren)'s rights	Sexual abuse
Society treating women and men/girls and boys as equal	Violence against women, purely because they are women and are seen as inferior to men
Cultural traditions which are not harmful, but instead fun and bring happiness	
People like social workers and police working to educate me and my family about harmful practices, and helping them to ensure child(ren) are kept safe	

Examples of child(ren) completing the activity and sharing learning:



Top Tip!

Get the child(ren) thinking about their choices in this activity and challenge them as appropriate.

3.

Sessions Plans: Time Limited

Session plan 1: My rights! An introduction to FGM 7 + years.

Session plan 2: My rights! An introduction to FGM 10 + years.

Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

1 HOUR

AGES 7+ YEARS

Activity: For child(ren) aged 7+ to explore in brief children's rights and be introduced to the topic of FGM. This activity includes the use of **FGM Intro for Children PowerPoint** and you will need to **print** a copy of the **UNCRC rights (Appendix 3)**

This session is aimed at practitioners who are time limited and are unable to complete 6 full sessions with child(ren) on FGM.

The session is an amalgamation of session 1, 'My Right's!' and 'Introduction to FGM' in this pack

Objectives:

- ✓ To understand that all children have 'rights'
- ✓ To have an understanding of some of the rights within the UNCRC
- ✓ For the child(ren) to understand what Female Genital Mutilation is physically.
- ✓ For the child(ren) to understand why people may practice Female Genital Mutilation.
- ✓ For the child(ren) to understand that Female Genital Mutilation is illegal in the UK.

Outcomes:

- ✓ An increased understanding around why FGM is child abuse
- ✓ Increased awareness of why FGM is against the UNCRC and illegal in the UK
- ✓ Increase confidence to state that no one has the right to touch or injure their body
- ✓ Confidence to know who to go to for support

Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

Time	Activity	Resources
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud	Scrap bits of paper
1 min	Start by explaining that the session will focus on children's rights and body rights. Explain that rights are things that every children should have, like food, shelter and clean water. Explain that there are lots of rights, and they are all written down in something called the UNCRC.	Printed out UNCRC Rights
5 min	<p>Show the child(ren) or young person the different articles that are within the UNCRC You can explain what the UNCRC is by saying:</p> <p>'Your rights are protected by our government. Most governments around the world have a special agreement to protect children, and they wrote it all down. It's called the Convention on the Rights of the Child, where they have promised to keep all children safe and healthy. To make sure they have food, clean water, shelter, can go to school; shall we take a look at what they wrote?'</p> <p>Pick out different articles in the UNCRC and spend 5 minutes reading and explaining them. Ask the child(ren) to read some and also try to explain what they mean using examples.</p>	Printed out UNCRC Rights
5 min	<p>Introduction to topic about body: Professional to explain that in this activity the child(ren) will be exploring growing up and the ways they can learn can keep themselves safe.</p> <p>Explain that they will be doing some drawing and lots of talking.</p>	Slide 2
5 mins	<p>Ask the child(ren) to draw a picture of them as a baby.</p> <p>Professional may also choose to have pre-drawn images of a baby for the child(ren) to have a look at.</p> <p>Ask them to write down or discuss;</p> <p>What did you do when you were a baby?</p> <p>What couldn't you do as a baby?</p> <p>Who helped you when you were a baby?</p> <p>Practitioner should start to get the child(ren) thinking about how their body has developed since they were a baby</p>	Slide 3
10 mins	<p>Ask the child(ren) to draw a picture of themselves. Ask them to write down or discuss;</p> <p>What can you do now?</p> <p>How has your body changed since you were a baby?</p> <p>Who helps and supports you now?</p> <p>Practitioner should start to get the child(ren) thinking about how their body has developed</p>	Slide 4

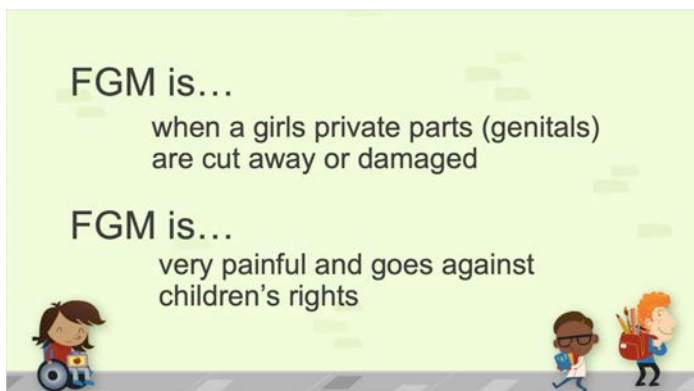
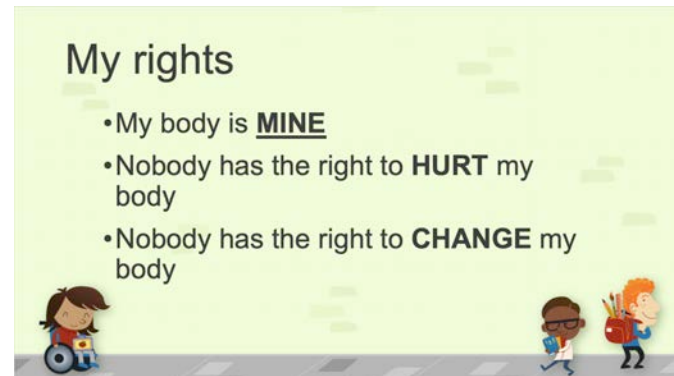
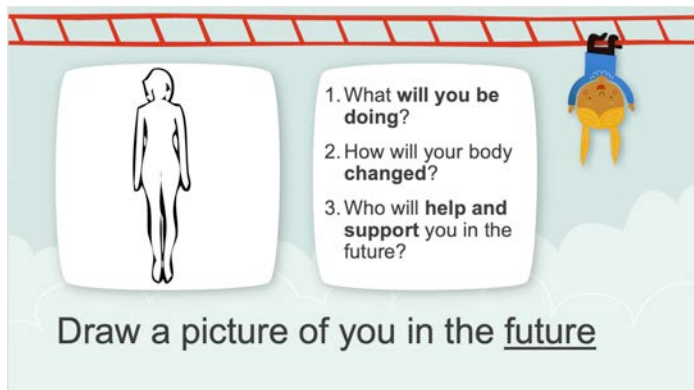
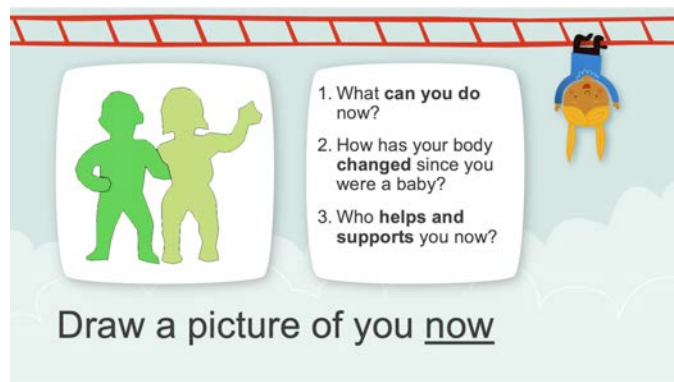
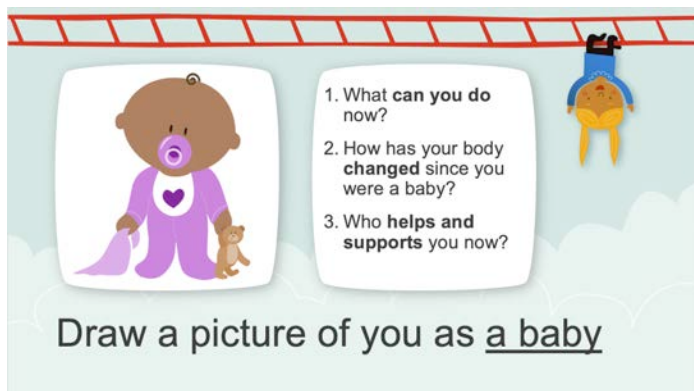
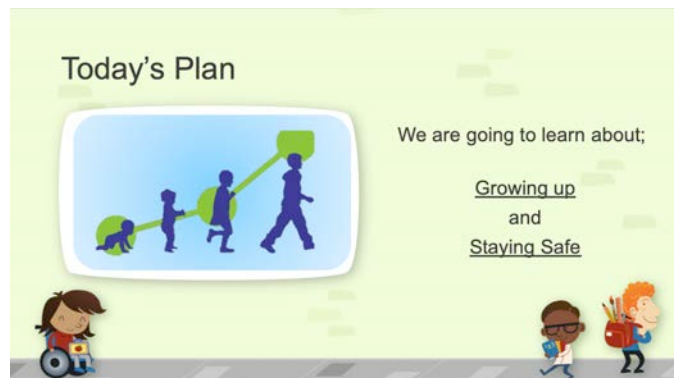
Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

Time	Activity	Resources
10 mins	<p>Ask the child(ren) to draw a picture of them grown up.</p> <p>Ask them to write down;</p> <p>What will you be doing?</p> <p>How do you think your body will change?</p> <p>Who will help and support you in the future?</p>	Slide 5
5 mins	<p>Ask the child(ren) what they think the following statements mean:</p> <p>My body is MINE</p> <p>Nobody has the right to HURT my body</p> <p>Nobody has the right to CHANGE my body</p> <p>Explain that these are called 'body rights'</p> <p>Practitioner should explain, using the child(ren)'s drawings, that as they grow up, their bodies will change naturally - just like they have since they were a baby. Other than the body changing on its own, no one else has the right to purposely hurt or change their body, as this would go against their body rights, and against the UNCRC</p>	Slide 6
Tip: Refer back to resource 1c in the 'My Rights!' session plan to link the body rights to child(ren)'s rights		
10 min	<p>Explain that there is something called FGM - ask if they know what it is. Explain what FGM is, using Child Line's definition. "<u>Female Genital Mutilation (FGM)</u> (sometimes called female circumcision or cutting) is when a girl's external genitals (private parts) are cut away or damaged."</p> <p>Explain that FGM is wrong, and that it goes against human rights and children's body rights</p> <p>Explain some people believe in order to grow up and become a woman that girls need to have their private parts changed and cut. Some wrongly people believe it makes the girl cleaner or that it is part of their religion.</p> <p>FGM is...Very painful</p> <p>Does not need to happen to make a girl into a woman.</p> <p>Not required by any religion.</p>	Slide 7
5 mins	<p>Explain that FGM is not allowed (illegal) in the UK – it's also not allowed for someone to be taken out of the country to have FGM.</p> <p>Explain that it is harmful to a girls health as her private parts may not be able function as they did naturally.</p>	Slide 8

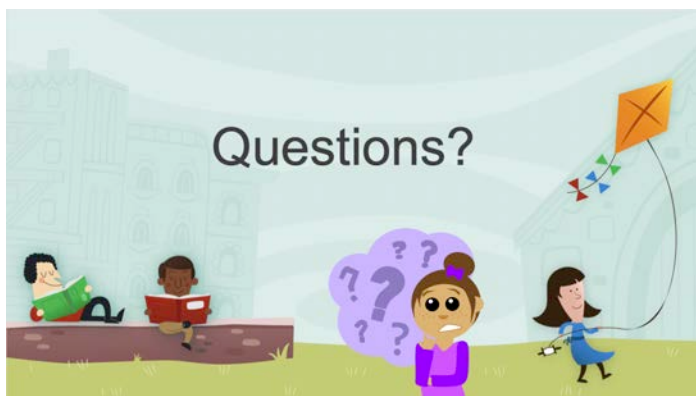
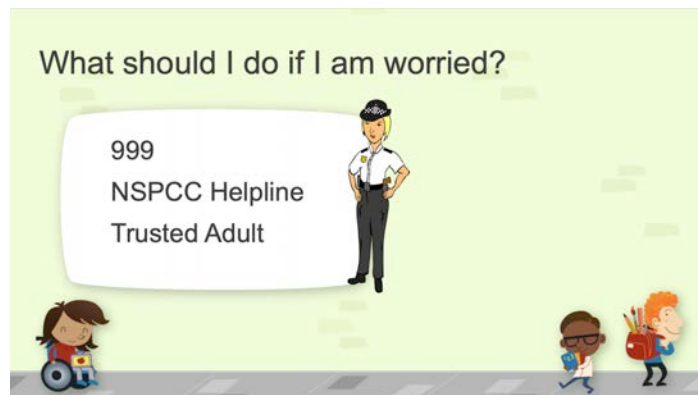
Time Limited Session Plan 1: My rights! An introduction to FGM 7+ yrs.

Time	Activity	Resources
5 mins	Ask the child(ren) what they think of FGM: how does it make them feel?	Slide 9
5 mins	Explain that if they ever felt in danger or that a friend was in danger of FGM, that they should always speak to a trusted adult, or the NSPCC helpline. Explain that if they are in immediate danger, they should call the police on 999.	Slide 10

Resource 1a: My Rights and FGM Slides



Resource 1a: My Rights and FGM Slides



Time Limited Session Plan 1: My rights! An introduction to FGM 10+ yrs.

1 HOUR

AGES 10+ YEARS

Activity: For children aged 7+ to explore in brief children's rights and be introduced to the topic of FGM

This session is aimed at practitioners who are time limited and are unable to complete 6 full sessions with child(ren)/young people on FGM. You will need the **Intro to FGM for Young People Presentation** to deliver this session and a **printed** copy of the **UNCRC Rights (Appendix 3)**.

The session is an amalgamation of session 1, 'My Right's!' and 'Introduction to FGM' in this pack.

Objectives:

- ✓ To understand that all children have 'rights'
- ✓ To have an understanding of some of the rights within the UNCRC
- ✓ For the child to understand what Female Genital Mutilation is physically.
- ✓ For the child to understand why people may practice Female Genital Mutilation.
- ✓ For the child to understand that Female Genital Mutilation is illegal in the UK

Outcomes:

- ✓ An increased understanding around why FGM is child abuse
- ✓ Increased awareness of why FGM is against the UNCRC and illegal in the UK
- ✓ Increase confidence to state that no one has the right to touch or injure their body
- ✓ Confidence to know who to go to for support

Time Limited Session Plan 1: My rights! An introduction to FGM 10+ yrs.

Time	Activity	Resources
5 mins	Ensure that you explain the session is a safe place where questions can be asked at any point, either verbally or written down if they would prefer not to say it out loud	Scrap bits of paper
5 min	Set mutual ground rules with the child(ren)/young person(s) for the lesson	Slide 2
1 min	Start by explaining that the session will focus on children's rights and body rights. Use the Key words resource to ensure the child(ren)/young person(s) understands what each term means	Time Limited Resource 2b and Slide 3
5 mins	<p>Show the child(ren) or young person the different articles that are within the UNCRC You can explain what the UNCRC is by saying: 'Your rights are protected by our government. Most governments around the world have a special agreement to protect children, and they wrote it all down. It's called the Convention on the Rights of the Child, where they have promised to keep all children safe and healthy. To make sure they have food, clean water, shelter, can go to school; shall we take a look at what they wrote?'</p> <p>Pick out different articles in the UNCRC and spend 5 minutes reading and explaining them. Ask the child to read some and also try to explain what they mean using examples.</p>	UNCRC Articles
5 mins	Ask the child(ren)/young person(s) what they know about body rights and body safety	Slide 4
5 mins	Explain that you are now going to speak to them about a particular body rights violation and its called FGM. Ask them whether they have heard about it/what they know about it	Slide 5
5 mins	Explain what FGM is using the definition provided by Child Line	Slide 6
5 min	Explain that FGM is called different things in different languages. Give some examples and find out whether they know of any more terms	Slide 7
5 min	Recap on previous learning about body functions to introduce what a healthy vulva looks like. Talk through the different labels on the diagram	Slide 8 and 9
Ask whether the child(ren)/young person(s) would like to see the different type of FGM. Reassure them that the images are not graphic, and are instead 'cartoon' like		Slide 10

Time Limited Session Plan 1: My rights! An introduction to FGM 10+ yrs.

Time	Activity	Resources
10 min	Explain what the different types of FGM are, using the digram in slide 8. Use only simple language: Type 1 - removing the clitoris Type 2 - removing the labia Type 3 - stitching the vulva, and leaving a small hole for urination and menstruation Type 4 - any other damage	Slide 11/12
5 min	Explain that FGM is very harmful, against the UNCRC and violates a girl or woman rights	Slide 13/14
Refer back to resource 1c in the 'My Rights!' session plan to link the body rights to children's rights		
10 min	Talk through the different health implications FGM can have. Ask if there are any listed implications that the child(ren)/young person(s) do not understand, and work together to discuss them.	Slide 15
5 min	Ask the child(ren)/young person(s) why they think FGM is practiced. Using the slide, pick out different reasons and discuss. Ask the child(ren)/young person(s) what they think of the different reasons to generate discussion.	Slide 17/18
5 mins	Explain that FGM can happen from when a girl is a baby, or even when she is an adult woman, and that the time it happens depends on the family/community.	Slide 19
5 min	Use the National FGM Centre world FGM map to talk through where FGM happens. If the child(ren)/young person(s) country of origin or heritage is an affected country, use this as an opportunity to look at the prevalence of FGM within that country, and to see what they think of it	Slide 20 and 21
10 min	Give the child(ren)/young person(s) a quiz to complete	Slide 22/ Time Limited Resource 2c
10 min	Explain the law on FGM, and how parts of it like FGM Protection Orders's can be used to protect girls from undergoing FGM.	Slides 23/24/25
5 mins	Talk through what a girl can do if she is worried about FGM. Does the child(ren)/young person(s) know this? End on questions and recap.	Slides 26/27/28

Resource 2a: Presentation



FGM Introduction

for young people



Ground Rules



Objectives

- To gain a awareness of how to keep yourself safe.



Body Rights and Body Safety



Questions

- Have you heard about FGM?
- What do you know about FGM?

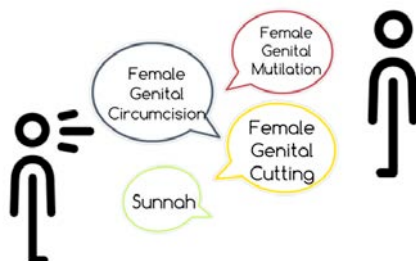


What is FGM?

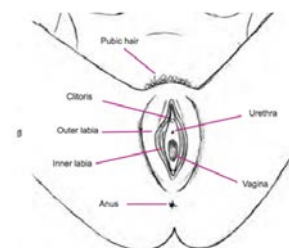
"Female Genital Mutilation - also called FGM, female circumcision, cutting or sunna - is when a girl's external genitals (private parts) are cut away"

Childline, NSPCC FGM Definition

Other terms for FGM



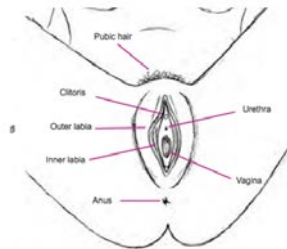
Female Genitalia



Resource 2a: Presentation



Female Genitalia



This is what uncut genitalia looks like!

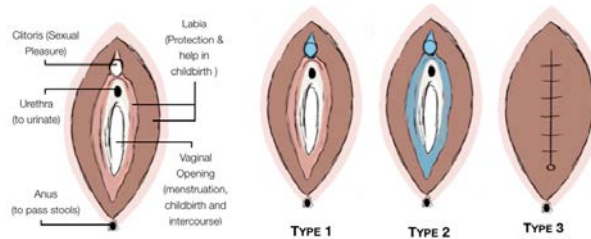
In FGM, the clitoris may be removed or part of the vulva may also be removed.

Sometimes, in extreme cases, the vagina is also closed up.

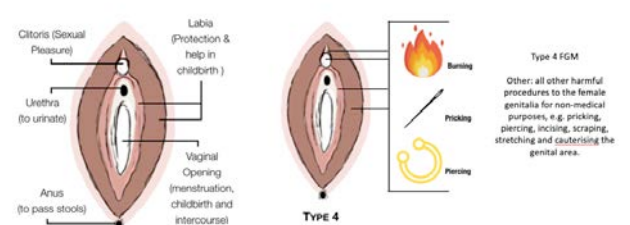
Female Genitalia

Would you like to see the different types of FGM?
If not, skip the next slide.

Types of FGM



Types of FGM



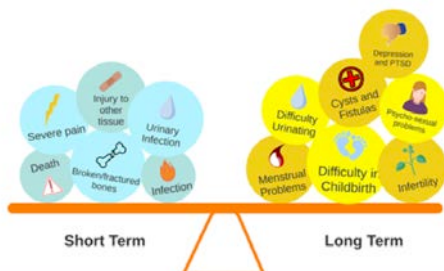
Facts

It has NO health benefits and harms girls and women in many ways...

Facts

It VIOLATES girl's and women's rights and is against the UNCRC!

Potential Health Implications of FGM



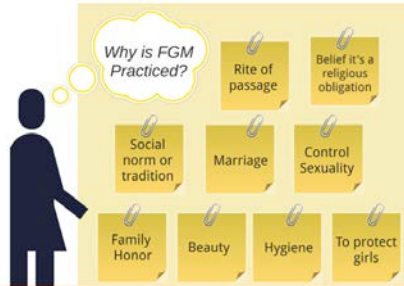
Question

Why is FGM Practiced?

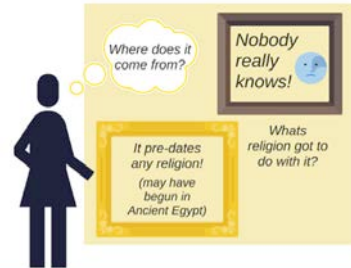
Resource 2a: Presentation



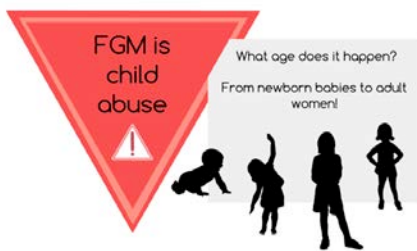
Why is FGM Practiced?



Why is FGM Practiced?



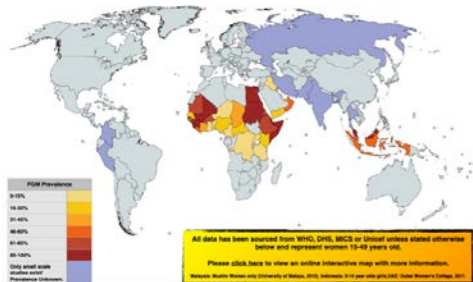
Facts



Question

Where is FGM Practiced?

Where is FGM Practiced?



Activity

Quiz

Question

Is FGM against the law?

The Law in England and Wales

It is illegal to..

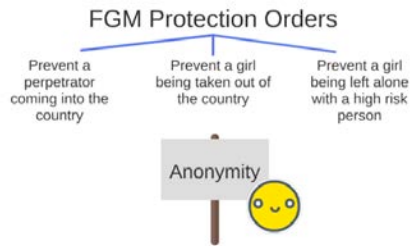
- Perform FGM on a girl in UK
- Bring a girl outside of the UK to have FGM done on a habitual resident of the UK.
- Aid the act of FGM in any way
 - Buying flights
 - Paying cutter etc.

Including:
- Asylum seeking families
- Families on student visa

Resource 2a: Presentation



The Law and protection



What to do if you are worried?

- DO NOT STAY SILENT!
- Call the NSPCC Helpline for advice, on 0800 028 3550.
- If you are concerned that a friend you know may be at risk of FGM, speak to a trusted adult
- If you or a girl you know are at immediate risk call the police on 999.



How do you feel now you have learnt about this?

Do you have any questions?



What did you learn?

Resource 2a: Key Words - Rights



Rights

Things people need in order to live happy and healthy lives.

For example: food, clean water, shelter

Every child around the world has the right to live happy and healthy lives, no matter who they are, where they come from or what they believe in

Nation

Another word for country

Articles

Different rules

Abuse

Treating someone badly or unfairly

Resource 2c: Quiz - My Rights



Quiz!

1. What are rights?

- ☐ a list of laws the government made
- ☐ things people need in order to live happy and healthy lives
- ☐ boring rules that adults have to follow

2. Who has rights?

- ☐ adults
- ☐ children
- ☐ everyone

3. Name two rights you have

4. Name a right that not all children have around the world

5. What is the UNCRC?

Resource 2c: “Quiz - My Rights” - Answers

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5. What is the UNCRC?

The United Nations Convention on the Rights of the Child

4.

Appendices

Appendix 1: Female Genital Mutilation:

1. Overview
2. Types of FGM
3. Health Consequences
4. Why do people practice FGM?
5. What are the signs a girl is at risk of FGM?
6. FGM and the Law

Appendix 2: PANTS NSPCC Rule

Appendix 3: UNCRC Rights of the Child

Appendix 4: Useful Links

Appendix 1: Female Genital Mutilation

FGM Overview

The World Health Organisation (WHO) defines female genital mutilation as comprising all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.

FGM has no benefits, only causes harm, and is illegal in the UK

Types of FGM

Type I – Clitoridectomy

Partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and/or the prepuce (the clitoral hood or fold of skin surrounding the clitoris).

Type II – Excision

Partial or total removal of the clitoris and the inner labia, with or without excision of the outer labia (the labia are the 'lips' that surround the vagina).

Type III – Infibulation

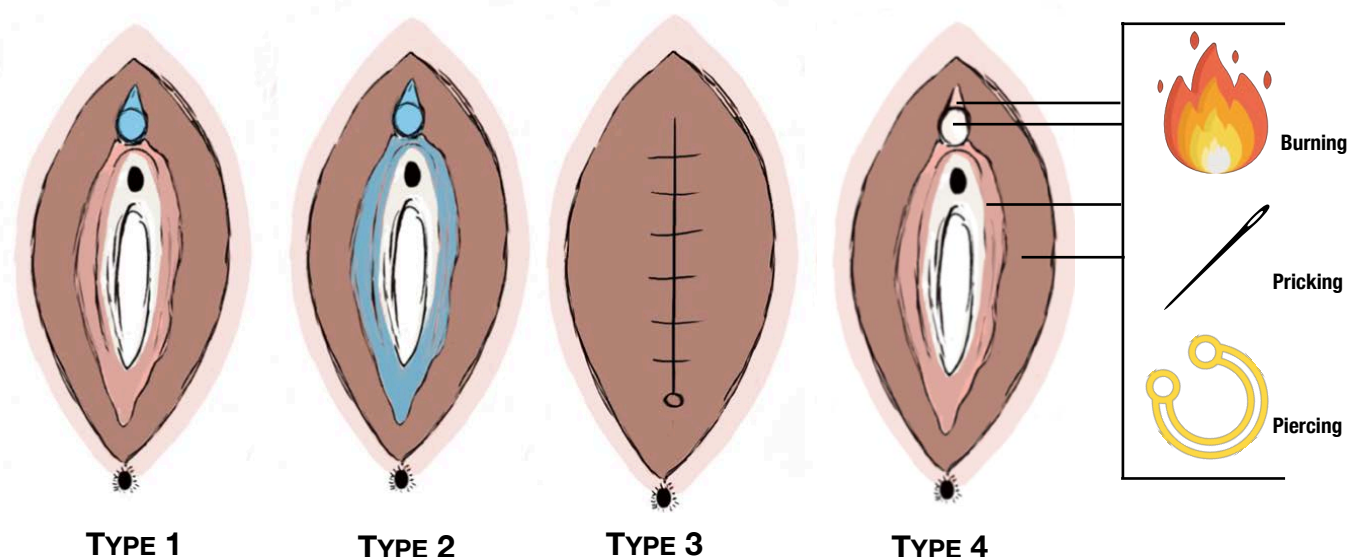
Narrowing of the vaginal opening by creating a covering seal. The seal is formed by cutting and repositioning the inner or outer labia, with or without removal of the clitoris.

Type IV – Other

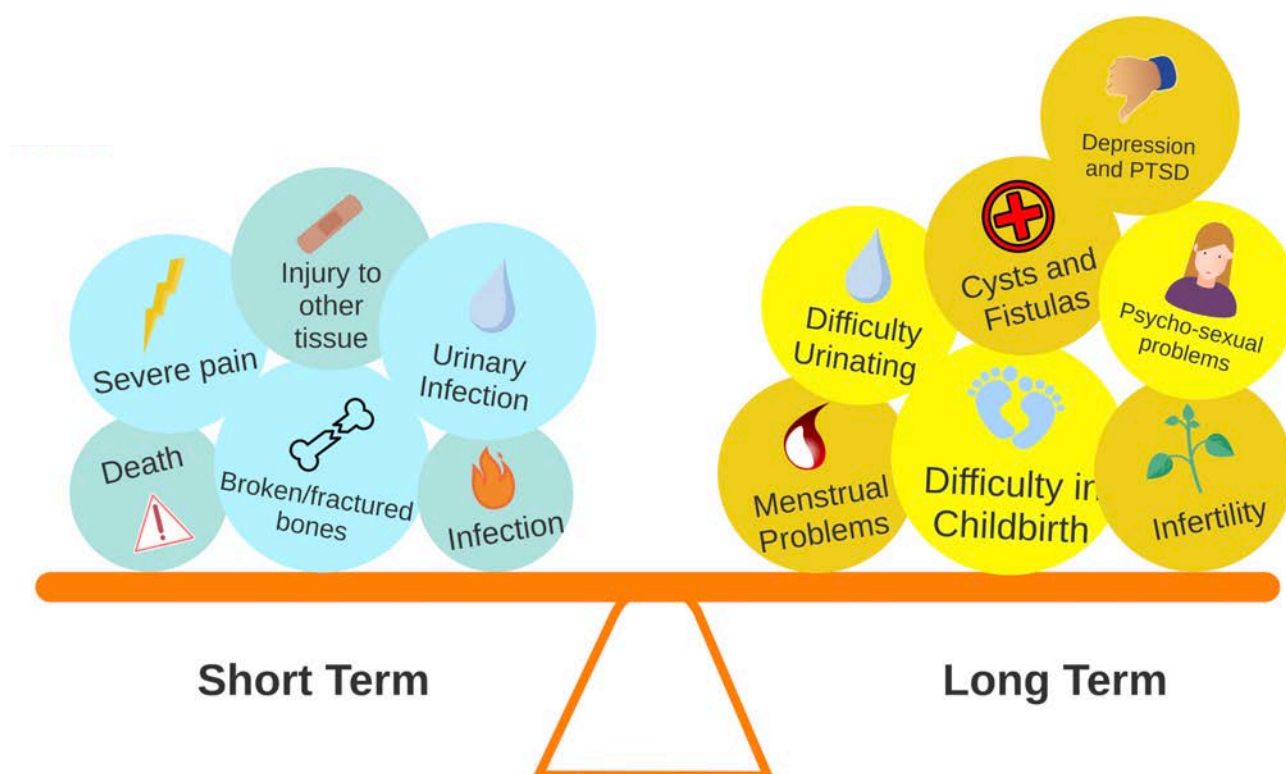
All other harmful procedures to the female genitalia for non-medical purposes, eg, pricking, piercing, incising, scraping and cauterising (burning) the genital area.

Appendix 1: Female Genital Mutilation

Types of FGM



Health Consequences of FGM



Appendix 1: Female Genital Mutilation

Why do people practice FGM?

Many affected communities believe that FGM is a necessary custom to ensure that a girl is accepted within the community and eligible for marriage. Families who practice FGM on girls usually see it as a way of safeguarding their future.

Other reasons include:

- Perceived health benefits
- Preservation of the girl's virginity
- Cleanliness
- Rite of passage into woman-hood
- Status in the community
- Protection of family honour
- Perceived religious justifications There are no religions that advocate for FGM.

What are the signs a girl is at risk of FGM?

- A girl is born to a woman who has undergone FGM
- Mother has requested re-infibulation following childbirth
- A girl has an older sibling or cousin who has undergone FGM
- One or both parent(s)/carer(s) or elder family members consider FGM integral to their cultural or religious identity
- The family indicate that there are strong levels of influence held by pro-FGM elders who are involved in bringing up female children or who see them on holiday
- A girl/family has limited level of integration within UK community
- A girl from a practising community is withdrawn from PSHE and/or Sex and Relationship Education or its equivalent may be at risk as a result of her parent(s)/carer(s) wishing to keep her uninformed about her body, FGM and her rights
- If there are references to FGM in conversation, for example a girl may tell other children about it

Appendix 1: Female Genital Mutilation

- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
- Parent(s)/carer(s) state that they or a relative will take the child(ren) out of the country for a prolonged period and are evasive about why.
- A girl is taken abroad to a country with high prevalence of FGM, especially during the summer holidays which is known as the 'cutting season'

FGM and the Law

FGM Act 2003:

A person is guilty of an offence if they:

- ♦ Excise, infibulate or otherwise mutilate the whole or any part of a girl's or woman's labia majora, labia minora or clitoris for non-medical reasons.
- ♦ It is illegal to perform/arrange for FGM to be carried out on a girl in the UK or to take a girl abroad.

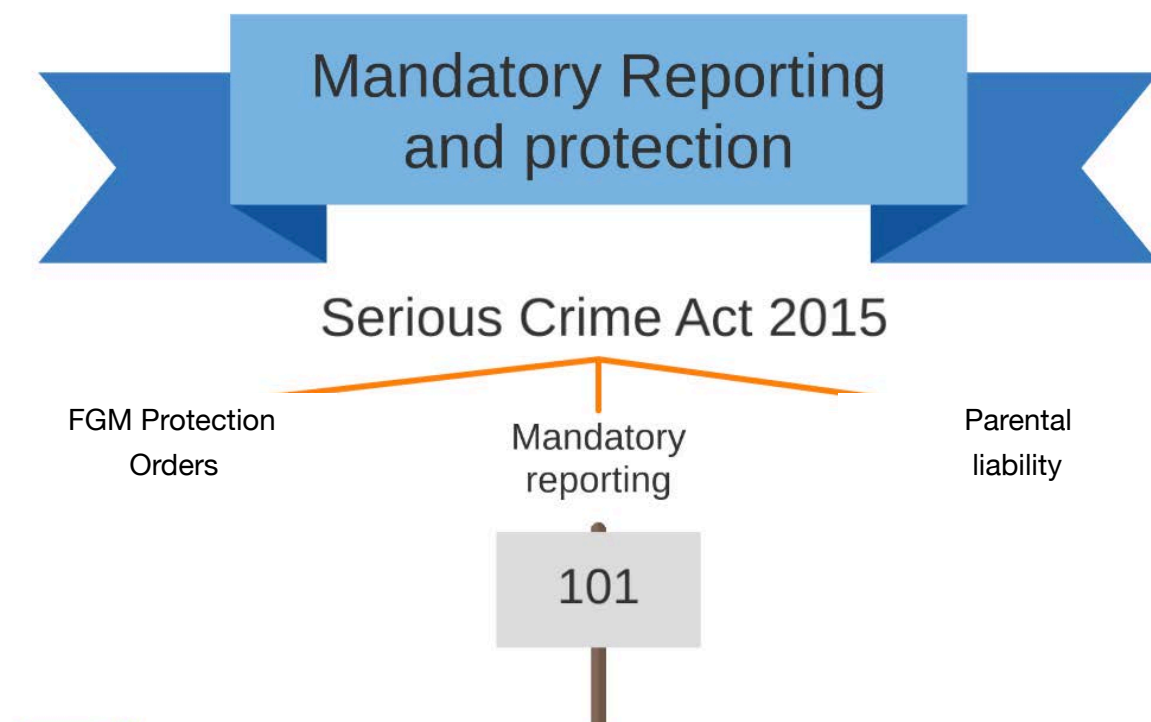
Serious Crime Act 2015:

- ♦ Introduces FGM Protection Orders for girls or women who have suffered or are believed to be at risk of FGM.
- ♦ Introduces a mandatory reporting duty to report known cases of FGM (if girls under 18), where FGM is observed or directly disclosed by the girl. This duty applies to all health, teachers and social care regulated professionals.
- ♦ Introduces victim anonymity to victims of FGM similar to that of victims of sexual exploitation.

Appendix 1: Female Genital Mutilation

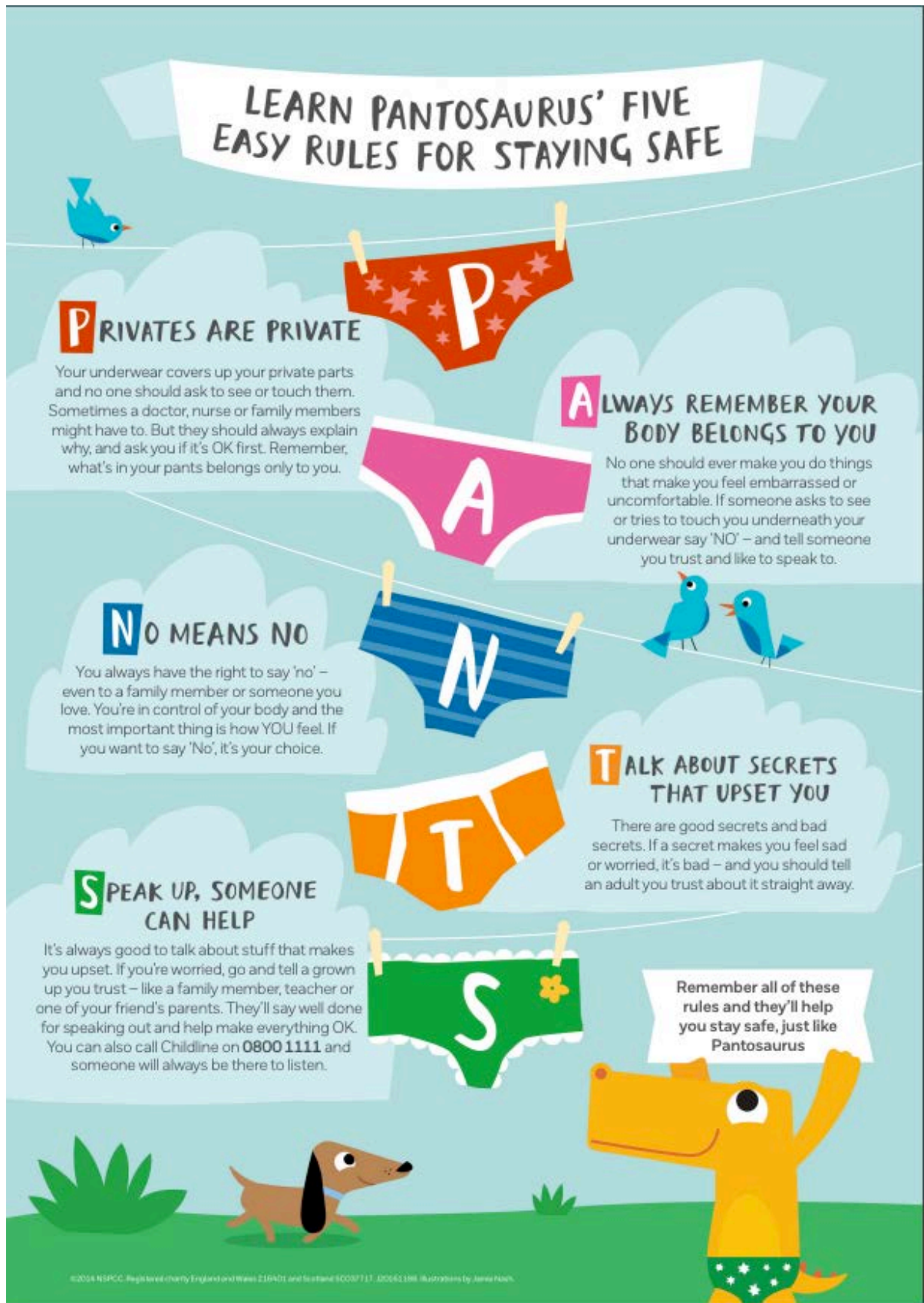
- ♦ New offence of failing to protect a girl from FGM. This will mean that if an offence of FGM is committed against a girl under the age of 16, each person who is responsible for the girl at the time of FGM occurred will be liable under this new offence. The maximum penalty for the new offence is seven years' imprisonment or a fine or both

The Serious Crime Act 2015 covers all British Citizens as well as habitual residences of the UK.



For more information, please visit: [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact sheet - FGM - Act.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact_sheet_-_FGM_-_Act.pdf)

Appendix 2: NSPCC PANTS Rule



Source: NSPCC

Appendix 3: UNCRC - Rights of the Child

UN Convention on the Rights of the Child In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse. Article 35: No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.







Canadian Heritage Patrimoine canadien

Source: Save the Children: <https://resourcecentre.savethechildren.net/library/un-convention-rights-child-child-friendly-language>

Appendix 4: Useful Links

FGM Global Prevalence Map – <http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/>

Good Referral Guide – <http://nationalfgmcentre.org.uk/wp-content/uploads/2018/05/Referral-Guide-.pdf>

FGM Assessment Tool for Social Workers - www.nationalfgmcentre.org.uk/fgm-assessment-tool

FGM Local Terminology – nationalfgmcentre.org.uk/wp-content/uploads/2018/02/FGM-Terminology-for-Website.pdf

Leaflet on FGM – nationalfgmcentre.org.uk/wp-content/uploads/2018/01/What-is-FGM-Leaflet.pdf

Multi-Agency Statutory Guidance on FGM – <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Leaflets, research and resources - <http://nationalfgmcentre.org.uk/knowledge-hub-resources/>

Information on FGM - www.nationalfgmcentre.org.uk/fgm

PANTS Rule NSPCC - <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf>