



KS1
INTRODUCTION
TO FGM



Developing excellence
in response to FGM and
other harmful practices



BACKGROUND

[The Eve Appeal](#) is the UK's leading charity focused on funding research and raising awareness for the prevention and early diagnosis of the five gynaecological cancers. Cancer prevention starts in the earliest conversations with children about their health and bodies.

[The National FGM Centre](#) is a leading expert organisation in harmful practices, looking to achieve a system change in the provision of services for children and their families who are affected by Female Genital Mutilation, and other harmful practices.

Know Your Body is the Eve Appeal's programme aimed at empowering young people to look after their health. They were designed to be used by teachers, who are often short on time and resources, and have been developed in collaboration with RSE facilitators, teachers, medical experts and youth workers. All lessons should be taught as part of a planned developmental PSHE programme. This lesson would work well as part of a learning on health, well-being and puberty. This lesson plan, developed by The National FGM Centre in partnership with The Eve Appeal will help guide you in teaching about FGM. This includes background information to FGM, information on prevalence, risk indicators, and how to have conversations with girls identified at risk or who have been identified as having undergone FGM, and their parents where there are safeguarding concerns - including a 'conversation form' to help capture your concerns when making a referral to children's services.

LEARNING OBJECTIVES

- For students to understand their rights
- For students to understand what FGM is
- For the students to understand that FGM is illegal in the UK

BY THE END OF THIS LESSON STUDENTS WILL BE ABLE TO DISPLAY:

- Age-appropriate and improved understanding why FGM is child abuse
- Increased awareness that FGM is against the United Nations Convention on the Rights of the Child (UNCRC) and illegal in the UK
- Knowledge that no one has the right to touch or harm their body
- Awareness and increased confidence about who to go to for support

TIME

- Approximately 60 minutes

RESOURCES NEEDED

- Print activity sheet 1: ['Growing Up's](#)
- PowerPoint presentation or [animation](#)
- Ensure video and audio is available
- 2 teachers must be present during the lesson, 1 to deliver the lesson and 1 to provide support to any pupils who may require it

PREFACE TO THE LESSON PLAN

Schools and educational professionals are ideally suited to not only raise awareness of FGM, but also to safeguard and support girls and young women.

The government statutory guidance on Relationships and Sex Education (RSE), makes it compulsory for secondary schools to teach pupils about Female Genital Mutilation (FGM) and other harmful practices, including forced marriage and honour-based abuse. Although the duty to teach about FGM is not mandatory for primary schools, it can optionally be applied. By the end of secondary school, pupils should know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and **FGM**, and how these can affect current and future relationships.

WHAT DOES THE RSE DUTY REQUIRE SCHOOLS TO TEACH ON FGM?

By the end of secondary school:

- Pupils should be taught the physical and emotional damage caused by FGM
- Pupils should be taught that it is a criminal offence to perform or assist in the performance of FGM or failing to protect a person for whom you are responsible from FGM
- Pupils should be taught where to access support

Whilst teaching FGM in primary settings is optional, we encourage all schools to teach about the topic from the earliest opportunity in key stage 1 identify and protect girls at risk earlier, and empower the next generation to speak out about the issue. This lesson plan, developed by The National FGM Centre and The Eve Appeal will help guide you in teaching about FGM. To help prepare you for this, please see: [Female Genital Mutilation: Guidance for schools - understanding your role in safeguarding girls, engaging parents and teaching about FGM.](#)

This includes background information to FGM, information on prevalence, risk indicators, and how to have conversations with girls identified at risk or who have been identified as having undergone FGM, and their parents where there are safeguarding concerns – including a ‘conversation form’ to help capture your concerns when making a referral to children’s services.

- For further information and training resources for teachers on FGM, please visit www.nationalfgmcentre.org.uk.
- For further teaching materials related girls and women’s health, please see: <https://www.knowyourbodylessons.org/all-lessons-plans>

Top tips for teaching students about FGM



There are many reasons why it is important to teach children and young people about the correct scientific terminology for the genitalia - it can build their confidence when speaking or raising concerns with professionals. Using incorrect or slang terminology can also hinder safeguarding and cause confusion or no action when suspected abuse has occurred. It is also important to enable children to be able to describe any changes in their bodies to healthcare or other professionals. It's life-saving to educate and empower children to know their bodies, and feel comfortable and confident talking about it.



It's okay if you don't know the answers to questions students may have! Be honest and let them know it's something you will find out and come back to them about - to ensure you are consistent and accurate. Encourage feedback and questions at different points throughout the lesson to not only engage students, but to allow them to be a part of leading change



Encourage open dialogue, and for students to use words and phrases they know and understand. It's okay if students use slang when describing parts of the genitalia, but follow up by asking them and reinforcing what the scientific terminology would be - use correct names at every opportunity



Continue the conversation with students after you have finished the lessons - for example, does your school display information about key safeguarding issues such as FGM, and how to get help in common areas? If you have not started to teach about FGM in your school as yet, you can begin by displaying information about children's rights as a stepping stone.



Adapt lesson plans by adding in activities your students may already be familiar with, using the content of the plan itself, or perhaps ideas from activities across all the lesson plans in this pack - be creative!

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LESSON PLAN

Time	Slide	Content	RESOURCES
1 min	1. Growing up and FGM	This lesson explores growing up, how the body changes naturally, and that it should not be harmed. It will also explore FGM. Does anyone know what that stands for?	
2-3 min <i>Teacher to encourage feedback by asking what each individual letter might mean. Teacher to end activity by saying it stands for Female Genital Mutilation, which will be explored a little later in the lesson.</i>			
1 min	2. Class agreement	Before we start to talk about this very important topic, it's important that we establish a class agreement	
Teacher to suggest some ground rules, including; Feeling safe - if anything spoken about upsets a student or makes them feel anxious; they must speak to either teacher in the room or another trusted adult <i>Teacher to ask whether students would like to add any other ground rules</i>			
1 min	3. Human bodies are amazing	Human bodies are amazing	
1 min	4. So many different parts make up the human body	There are so many different parts that make up the human body	
1 min	5. The eyes, noses, hands, and lots of organs on the inside too	Like the eyes, noses, hands, and lots of organs on the inside too	
1 min	6. Like the stomach, heart, and brain	Like the stomach, heart, and brain	
2-3 min: <i>Teacher to ask class if they can name any other parts of the body</i>			
1 min	7. Bodies with male and female parts have parts that are the same	Bodies with male and female parts have parts that are the same	
1 min	8. And some parts which are different - like the private parts	And some parts which are different - like the private parts	

Time	Slide	Content	RESOURCES
10 min	9. How do human bodies change from babies to adults?	Let's have a think about how human bodies change, from babies to adults	' Growing up ' activity: How does the body change throughout a person's life?
<p>Activity: Teacher to encourage students to think about how the body changes throughout a person's life:</p> <ul style="list-style-type: none"> • Label what babies can do, can't do, and what they might need help with e.g., they can eat, but require an adult to help them things • Label what children can do, can't do and what they might need help with, as well as how the body has changed since it was a baby e.g., they can now walk and run, as well as talk and eat independently. They might also be taller, have more hair etc. • Label what adults can do, can't do and what they might need help with, as well as how the body has changed since it was a child e.g., an adult might grow stronger, women might have babies etc. <p>Teacher to spend 1 minute gathering feedback</p> <p><i>Teachers guidance: emphasise the importance of using the correct terminology for the genitalia, moving away from euphemisms</i></p>			
1 min	10. No one else has the right to hurt or change anyone else's body, as this would go against someone's rights	As a person grows up, their body will change, just like it has since they were a baby. Other than the body changing on its own, no one else has the right to hurt or change anyone else's body, as this would go against someone's rights We're now going to watch a video, where Ruby and Jack are going to teach us all about children's rights	
<p>5 min - Teacher to play UNICEF video - what are child rights?</p> <p>3-4 min Activity - What other rights do all children have? Teacher to prompt students - rights in the home, rights in school, rights outside - do students think all children have these rights?</p>			
1 min	12. Jack and Ruby shared that rights are what a person needs to live a happy and healthy life	Jack and Ruby shared that rights are what a person needs to live a happy and healthy life	

Time	Slide	Content	RESOURCES
1 min	13. However, sometimes, people's rights are not respected	However, sometimes, people's rights are not respected	
1 min	14. FGM	Now, we need to discuss something very important - and that's called FGM - does anyone know what that is?	
<i>Teacher to gather any feedback</i>			
1 min	15. FGM is Female Genital Mutilation	FGM is Female Genital Mutilation. Female means girl, genital means the private parts, in bodies with female parts this is called the vulva, and mutilation is when something is removed or hurt	Tip: Use flipchart or board to write out each letter, and label each word
1 min	16. So female genital mutilation is where some parts of a girl's private area are removed or injured	So female genital mutilation is where some parts of a girl's private area, in bodies with female parts this is called the vulva, are removed or injured	
<i>Teachers should be alert to any reactions from students from this point</i>			
1 min	17. FGM goes against a girl's rights to be safe	FGM is wrong, because it can cause harm and goes against a girl's rights to be safe - just like Jack and Ruby said	
1 min	18. It's illegal - so it's not allowed!	And because of this, it isn't allowed in the UK - it's illegal	
2-3 min	19. Staying safe	So what should someone do if they were worried about this? <i>Teacher to go through what students can to do seek support</i>	
1 min	20. It's always okay to seek support	It's always okay to seek support - someone is always there to help	
<p>10 min: Activity - put students into pairs/groups to discuss: a friend is worried about FGM. Discuss where they could go to seek support.</p> <p>Teacher Guidance: guide the discussion around this question - what are some helplines they can contact? Who are trusted adults they could go to?</p> <p><i>Go around to each table encouraging conversations and prompting answers</i></p>			

Time	Slide	Content	RESOURCES
5-6 min	21. If Ruby and Jack were here, what could we teach them about FGM?	Group activity to end lesson: If Ruby and Jack were here, what could we teach them about FGM?	
<p><i>Prompt questions: Is it against children's rights? Does it cause harm? Is it not allowed? Who can people turn to for help?</i></p>			

TEACHERS GUIDANCE: INCLUSIVITY, HELP AND SUPPORT

INCLUSIVITY

- Parental engagement is key to delivering these lessons effectively - consider how you might engage parents on the curriculum. For example, you could invite parents to a coffee morning where you will share what the lessons will cover, and how you will teach them. This can help to break down any barriers or anxieties parents may have, and enable you to answer their questions, and questions children may take home to them
- These lesson plans are intended to be used as a guide, so as part of the teaching process, ensure you are adaptive and inclusive to students from diverse backgrounds including but not limited to gender, sexuality, ability, and varying racial backgrounds. FGM happens around the world, and is not limited to one ethnic group, so consider this when creating any extra resources or talking about the issue

CONFIDENTIALITY AND DISCLOSURES

- At the start of the lesson, explain the parameters of confidentiality – that you won't be able to keep information shared which could put them at harms way confidential, and that you will share it with an appropriate adult who can protect them if you believe they are at risk
- In the event that a direct disclosure of FGM is made by a girl under 18 to a teacher (or other regulated professional), the mandatory reporting duty must be followed by calling the police on 101 – we also recommend you follow your normal safeguarding procedure by making a referral to children's services. In the event that you deem a girl to be at risk of FGM, please follow your normal safeguarding procedures by seeking support from your DSL and/or advice from children's services. In the event of an emergency, always call 999.
- Signposting for support is available at the end of the Powerpoint/Animation for students should they require support, however you may wish to update this with any local support services in your area
- Allow children to leave the class if they are feeling distressed. In this case, we would recommend that the second teacher follow up and follow an appropriate course of action for the particular pupil

NON-JUDGMENTAL TEACHING APPROACH

- Know Your Body lesson plans have been created keeping in mind a positive approach to learning. This means steering away from inducing shock or guilt but focusing on what pupils can do to keep themselves healthy, safe, and contribute to ending FGM. As such, there are no graphic images in the lesson plans
- Some young people may have pre-existing views on FGM that directly contradict the best practice approach set out. These views might be based on a pupil's personal experience or what they have heard or seen from friends, family, or the media. Encourage these pupils to understand the topics being taught and why ending violence against women and girls is so important

SUPPORT

- [National FGM Centre](#)
- [The Eve Appeal](#)
- [World Health Organisation](#)
- [NHS Specialist Clinics for FGM](#)
- [FGM Resource Pack](#)
- [Childline](#): 0800 1111
- [NSPCC helpline](#): 0808 800 5000 or help@nspcc.org.uk