



**KS2**  
**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 students to understand why people may practice FGM
- For the students to understand that FGM is illegal in the UK

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

- 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

## TIME

- Approximately 60 minutes

## RESOURCES NEEDED

- Print activity sheet 1: ['The Human Body'](#)
- PowerPoint presentation or [animation](#)
- Ensure video and audio is available
- Flipchart or board

# 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](http://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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For further teaching materials related girls and women's health, please see: <https://www.knowyourbodylessons.org/all-lessons-plans>

# LESSON PLAN

Time	Slide	Content	RESOURCES
1 min	1. Growing up and FGM	In this lesson, we will be exploring growing up, how the body changes naturally, and that it should not be harmed or changed. We will also be discussing something called 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	
1 min	<i>Teacher to suggest a class agreement, including; Feeling safe - if anything spoken about upsets a student or makes them feel anxious; they must speak to either a teacher in the room or another trusted adult Teacher to ask whether students would like to add any other agreements</i>		
1 min	3. Human bodies are amazing	Human bodies are amazing!	
1 min	4. So many different parts make up the human body	So many different parts make up the human body	
1 min	5. Bodies with male parts and bodies with female parts that are the same	Bodies with male parts and bodies with female parts that are the same	
1 min	6. Like the stomach, heart, brain	Like the stomach, heart, brain	
1 min	7. And some which are different - like the private parts	And some which are different - like the private parts <i>Teachers guidance: emphasise the importance of using the correct terminology for the genitalia, moving away from euphemisms</i>	
1 min	8. In females, this part here is called the vulva, whereas in males, it's called the male genitalia	In females, this part here is called the vulva, whereas in males, it's called the male genitalia	

Time	Slide	Content	Resources
1 min	9. The vulva is made up of 'lips' called labia. Bodies with female parts have three holes. The vulva is really good at keeping itself clean on its own	This bit is called the vulva = it's pronounced vul-va. The vulva is made up of 'lips' called labia. Bodies with female parts have three holes. The vulva is really good at keeping itself clean on its own	
	10. The male genitalia is made up of the penis, urethra and testicles. Male <u>bodies</u> have 2 holes.	The male genitalia is made up of the penis, urethra, where pee comes from and testicles. Male <u>bodies</u> have 2 holes.	
1 min	11. No two vulvas are the same - there is no normal!	Every vulva is different – like the male genitalia too! There is no normal	
1 min	12. There are lots of different shapes and sizes,	There are lots of different shapes and sizes	
1 min	13. No one else has the right to purposely hurt or change anyone else's body, as this would go against someone's rights	As people grow up, their body will change, from baby to adult. Other than the body changing on its own, no one else has the right to purposely hurt or change anyone else's body, as this would go against someone's rights	
1 min	14. Ruby and Jack	Jack and Ruby are now going to teach us all about what rights are	
5 min: Teacher to play <a href="#">UNICEF</a> video - what are child rights?			
3-4 min	15. Activity	What other rights do all children have?	
Teacher to prompt students - rights in the home, rights in school, rights outside - do all children have these rights?			

Time	Slide	Content	RESOURCES
10 min	16. Labelling the body parts	Activity: We are now going to do an activity of labelling the different parts of the body - like some of the parts we have already seen	Hand out <a href="#">'The Human Body'</a> worksheet
<p><i>Teacher to provide support and prompts to students to label parts of the body that both can and cannot be seen</i></p> <p>1-2 min activity:            Now that students have labelled various parts of the body, ask what would happen if various parts of the body were removed? E.g., if the nose were removed, a person could not smell, or if the ears were removed, a person could not hear  <i>Encourage and praise good feedback</i></p>			
1 min	17. Body rights	We have spoken about children's rights - what are body rights?	
<p><i>Teacher to gather feedback</i></p>			
1 min	18. Body rights - someone making decisions about their own bodies	Body rights are about someone's right to make decisions about their own bodies	
1 min	19. Every child has the right to be protected from being hurt and mistreated	Every child has the right to be protected from being hurt and mistreated, in body or mind	
1 min	20. Bodies belong to the person whose body it is	Everyone's body belongs to them	
1 min	21. Nobody has the right to touch or hurt anyone's body	Nobody has the right to touch or hurt anyone else's body	
1 min	22. Rights are what every child needs to live a happy and healthy life.	Jack and Ruby shared that rights are what every child needs to live a happy and healthy life.	
1 min	23. Sometimes, people's rights are not respected	This includes removing any part of someone's body, like the body parts we labelled in the activity. However, sometimes, people's rights are not respected	
2-3 min	24. FGM	For example, there is something called FGM - does anyone know what that is?	
<p><i>Teacher to gather any feedback including where students may have learnt about it from</i></p>			

Time	Slide	Content	Resources
1 min	25. 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 injured.	
1 min	26. Female genital mutilation is where some parts of a girl's private area, or the 'vulva' are removed or injured	So female genital mutilation is where some parts of a girl's private area are removed or injured	
Teachers should be alert to any reactions from students from this point			
1 min	27. 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	
1 min	28. Our bodies are amazing!	We know that much like every part of the female body, the private parts have an important job to play - so they must not be hurt or removed	
1 min	29. No one else has the right to hurt or change anyone else's body, as this would go against someone's rights	And as we know from Ruby and Jack, no one else has the right to hurt or change anyone else's body, as this would go against someone's rights	
1 min	30. FGM is not allowed in the UK or abroad	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, because it would hurt them	
1 min	31. FGM happens all over the world and is against a girl or woman's body rights	FGM happens all over the world and is against a girl or woman's body rights - it can cause lots of harm	

Time	Slide	Content	RESOURCES
2-3 min	32. Staying Safe	<ul style="list-style-type: none"> <li>Teacher: so what should someone do if they were worried about this?</li> <li>Never stay silent! There are many support services out there. Any teacher, or other trusted adults in the school can help, or even another trusted adult outside of school could help too</li> <li>The NSPCC Childline helpline is available 24/7 and they even have a webchat too - 0800 028 3550 or <a href="http://www.childline.org.uk">www.childline.org.uk</a>.</li> <li>They offer a safe, non-judgemental space to talk about anything that is worrying with a counsellor</li> <li>But in any emergency 999 should always be called</li> </ul>	
1 min	33. It's <b>always</b> okay to seek support.	It's <b>always</b> okay to seek support - someone is always there to help	
10 min	<p>Activity part 1: Ruby and Jack taught us all about children's rights. In pairs, discuss what 3 rights all children have</p> <p><i>Prompt questions: What are body rights everyone has? Name one right you have at home and one at school</i></p> <p>Activity part 2: If Ruby and Jack were here now, what could we teach them about FGM?</p> <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](mailto:help@nspcc.org.uk)