



KS3
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](#) 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'](#)
- Print activity sheet 2: ['What have we learnt about FGM?'](#)
- PowerPoint presentation or [animation](#)
- Ensure video and audio is available

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!

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>

LESSON PLAN

Time	Slide	Content	RESOURCES
1 min	1. FGM	Today we are learning about something incredibly important, and it's called FGM - does anyone know what that stands for?	
2-3 min		Students to discuss in pairs what they think FGM is/stands for and do they think it goes against someone's rights? Teacher to gather feedback	
1-2 min	2. Class agreement	Before we start to talk about this very important topic, it's important that we establish a class agreement	
<p><i>Teacher to suggest some agreements, including;</i></p> <p><i>Safeguarding is the priority - if anything is spoken about that upsets a student or makes them feel anxious; that they have permission to step outside, and that they must speak to either teacher in the room or another trusted adult</i></p> <p><i>Teacher to ask whether students would like to add any other agreements</i></p> <p><i>Extra tip: Encourage students to see the lesson as a science lesson, and themselves as scientists</i></p>			
1 min	3. UNCRC	Does anyone know what this stands for?	
<p><i>Teacher to encourage thought, by breaking down each letter</i></p>			
1 min	4. UNCRC = United Nations Convention on the Rights of the Child	It stands for the United Nations Convention on the Rights of the Child.	
<p><i>Teacher to ask class to say it back loudly, 2-3 times, and then ask students about what they think it means</i></p>			
	All children have the rights to have food, clean water a place to live, be protected from harm Be cared for Be listened to and heard	The UNCRC is a convention, which is like an agreement, between all of the world governments and the United Nations who have all promised to protect children. It has lots of articles (an article refers to a right you have) in it, 54 actually, which talk about lots of things, including children's rights to have food, clean water, a place to live, and also how children should be protected from any form of harm too. All children have the same rights, and all rights are equal - meaning one right is not more important than another. Children cannot have their rights taken away from them.	
2-3 min	6. What other rights do children have?	Name some other rights children have?	

Time	Slide	Content	Resources
1 min	7. Other articles in the UNCRC	Here are some more articles within the UNCRC <i>Teacher to pick some out and describe what they mean</i>	
For further reference, please see: https://www.unicef.org/media/56661/file and to print out child friendly versions of the UNCRC for the classroom			
1 min	8. There are so many different parts that make up the human body	There are so many different parts that make up the human body	
1 min	9. Bodies with male and female parts have parts that are the same...	Bodies with male parts and bodies with female parts have parts that are the same	
1 min	10. Like the stomach, heart, brain,	Like the stomach, heart, brain,	
1 min	11 ... And some parts which are different - like the private parts	... And some parts 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>	
10 min	12. The human body activity	Let's now do an activity focusing on the human body, labelling the parts of the body and their functions	Teacher to hand out worksheet 1: 'The human body'
<i>Teacher to allow students to work in pairs or groups, and spend 5 minutes working through the sheet - Teacher to ask students to label parts of the body using the key, and then to list the function of that body part. (match name and function to body part)</i>			
<i>***Option: use a white board to draw the outline of a female and male body, and ask students to suggest body parts with functions for you to label</i>			
<i>Spend 2-3 minutes gathering feedback from students - which parts did they label and which functions could they think of?</i>			
1 min	13. Every part of the body has an important part to play	All the parts of the body labelled have important jobs - but what would happen if they were removed? For example, what would happen if we removed the nose? Or eyes? Or hands?	
Encourage students to feedback answers - the body part wouldn't be able to perform their function as they should e.g., if the nose is removed, it would affect or stop a person's ability to smell			
1 min	14. Let's start on the outside with the parts we can see	As mentioned earlier, this is a lesson about female genital mutilation. So, let's spend more time looking at the genitalia Let's start on the outside with the parts we can see	

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1 min	13. Every part of the body has an important part to play	All the parts of the body labelled have important jobs - but what would happen if they were removed? For example, what would happen if we removed the nose? Or eyes? Or hands?	
<p><i>Teacher to students to feedback answers - the body part wouldn't be able to perform their function as they should e.g., if the nose is removed, it would affect or stop a person's ability to smell</i></p>			
1 min	14. Let's start on the outside with the parts we can see	As mentioned earlier, this is a lesson about female genital mutilation. So, let's spend more time looking at the genitalia Let's start on the outside with the parts we can see	
1 min	15. Vulva Male genitalia	In bodies with female parts, this part here is called the vulva, whereas in bodies with male parts, it's called the male genitalia	
<p><i>Teacher guidance - students may also ask about intersex genitalia. If so, you may wish to give the following definitions: Intersex genitalia - a combination of both male and female internal organs There is can also be intersex genitalia - which is when someone has a combination of both male and female internal organs and external genitalia</i></p>			
1 min	16. This part is called the vulva	The vulva is made up of 'lips' called labia. Bodies with female parts have three holes - the urethra, which is the hole where urine comes out from, the vagina, which is for menstruation, giving birth and intercourse, and the anus, which is the hole that faces comes out from. The vulva is really good at keeping itself clean on its own	
1 min	17. The male genitalia is made up of the penis, urethra and testicles. Male bodies have 2 holes.	The male genitalia is made up of the penis, for reproduction and where pee comes out from, the urethra, where pee comes from and testicles, which produce hormones and sperm. Male bodies have 2 holes.	
1 min	18. What about inside the female body?	Bodies with female parts have the umbilicus, or belly button, the ovaries, where eggs are produced and released, the uterus, where a baby may grow, the vagina which links the uterus to the outside of the body, the cervix which is the entrance to the uterus, and the fallopian tubes which transport the eggs from the ovaries to the uterus	
1 min	19. What inside a body with male parts?	Bodies with male parts have the bladder, penis, urethra, testicles	

Time	Slide	Content	RESOURCES
1 min	20. There are lots of different shapes and sizes smells.	There are lots of different shapes and sizes smells.	
1 min	21. No two vulvas are the same, there is no normal! however no one is allowed to harm or change this part of someone else's body	Every person's genitalia will be different, for example, in bodies with female parts, no two vulvas look the same, sometimes the outer labia lips are smaller or bigger than the inter lips, and the clitoris can range in size too. It can also change over someone's lifetime - there is no normal, however no one is allowed to harm or change this part of someone else's body	
1 min	22. If something doesn't quite feel or look like its normal, it's always important and okay to speak to a trusted adult or health professional	It's important to know what normal looks and feels like - so if something doesn't quite feel or look like its normal, it's always important to speak to a trusted adult or health professional	
2-3 min	23. Light bulb	Thinking back to the previous activity on the body parts, what would happen if parts of the genitalia, like parts of the vulva were removed away?	
<p><i>Teacher to encourage answers, adding in that the vulva would possibly not be able to perform some of its functions, or it would be very difficult, such as urinating, menstruating and giving birth - which could be very harmful to a girl or woman</i></p>			
1 min	24. No one else has the right to purposely hurt or change anyone else's body, as this would go against someone's rights	It's because of this that nobody is allowed to touch or harm anyone else's body - and if they do it is a violation of their human rights, and against the UNCRC	
<p><i>Teachers should be alert to any reactions from students from this point</i></p>			
1 min	25. MY BODY = MY RIGHTS = MY RULES	A slogan which is sometimes handy to remember is: 'my body, my rights, my rules!'	
2-3 min	26. FGM	So, has anyone heard FGM before? Can someone share what they might know about it?	

Time	Slide	Content	RESOURCES
<i>Teacher to gather feedback from students</i>			
1 min	27. What is FGM?	FGM stands for female genital mutilation. And it is where the outside of girl or woman's genitalia are cut away. Female means girl, genital means the private parts, or the vulva and mutilation is when something is hurt, removed or changed	
1 min	28. 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, the vulva, are removed or injured	
1 min	29. FGM happens all around the world	FGM happens all around the world, including south America, Europe the Middle East, Africa and Asia - the only continent where FGM hasn't been known to happen is Antarctica!	
1 min	30. There are lots of different words for FGM, like female genital cutting, or:	There are lots of words for FGM, another one is female genital cutting. But there are so many more, in lots of different languages around the world	
1 min	31. With FGM, sometimes the clitoris is removed, other times the labia are removed, sometimes the clitoris and labia are removed and in some extreme cases the labia can be sewn together.	We looked at the female genitalia earlier - so we already know that this is what healthy genitalia looks like. When it comes to FGM, sometimes the clitoris is removed, other times the labia are removed, sometimes the clitoris and labia are removed and in some extreme cases the labia can be sewn together.	
1 min	32. FGM harms girls and women in many ways - it has no health benefits!	FGM has absolutely no health benefits, and it harms girls and women in many ways	
<i>Teacher to ask students whether they think FGM is a violation of a girl or woman's human rights and why</i>			

Time	Slide	Content	RESOURCES
1 min	33. FGM violates girls and women’s rights and is against the UNCRC	FGM violates girls and women’s rights and is against the UNCRC and is one example of the harm inflicted on girls, because they are girls, worldwide. Although the world is made of more women, research shows that across the globe, girls and women are more disadvantaged	
2 min	<p>34. Worldwide, 30% of women, which is 1 in 3 women or around 736 million have experienced some form of violence: physical or sexual</p> <p>Globally, women have lower access to healthcare - for example, over 3,00, 000 women died in 2018 from cervical cancer. More than 85% of these deaths occurred in low- and middle-income countries</p> <p>Globally, women on average earn less money than men in jobs - we call this the gender pay gap</p> <p>And at least 200 million girls and women are estimated to have undergone FGM worldwide - although the true number can never be known because it is hidden from society</p>	<p>Here are some other facts which show the ways that women are disadvantaged globally. Let’s look through them.</p>	
<i>Teacher to read through bullet points with class</i>			
1 min	35. Violence against women and girls - VAWG	We call this violence against women and girls, or VAWG, and FGM is one part this.	

Teacher to ask students what they think of this - what does this tell us about the world we live in? Is this fair?

Activity - a world with no FGM - Students to imagine a world where there is no FGM - what would this look like? Would this be better for women and girls? Students to discuss in pairs and write any key bullet points to share at the end of the lesson

THE HEALTH CONSEQUENCES OF FGM

1 min	36. FGM has many negative health consequences,	As we learnt earlier, each part of the body has an important job, and if any part is hurt or removed, it can cause harm. FGM has many health consequences, and a practice like FGM can really harm the body, both externally, and internally too	
1 min	37. Some of the physical health consequences include	Some of the physical health consequences include: Severe pain Death Infections, including urinary infections Loss of sensation Menstrual problems Difficulty in childbirth Infertility	
1 min	38. We also have lots of organs inside us that are arranged around the uterus and vagina, such as the intestines, the rectum and bladder and FGM can affect them too	We also have lots of organs inside us that are arranged around the uterus and vagina, such as the intestines, the rectum and bladder and FGM can affect them too	
1 min	39. FGM can affect a girl or woman's emotional or mental health	FGM can often have other lifelong health implications for girls and women - including affecting their emotional or mental health.	

Time	Slide	Content	RESOURCES
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Teacher to ask class how they think it could impact a girl or woman's emotional or mental health and gather feedback: how would a survivor of FGM feel?
 Teacher to reiterate that it can lead to depression, anxiety, trauma, psycho-sexual problems including finding it difficult to maintain relationships with others, body dysmorphia and many others - so its super important girls and women are supported through this

1 min	40. FGM has NO health benefits and harms girls and women in many ways!	FGM has NO health benefits and harms girls and women in many ways - and that's why its against the UNCRC	
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WHY DOES FGM HAPPEN?

2-3 min	41. Why does FGM happen?	<p>There are many reasons FGM is performed, and some reasons include:</p> <ul style="list-style-type: none"> ○ FGM being a tradition - meaning it has been passed down from generation to generation ○ Control behaviour - one of the main reasons for practicing FGM is to control the behaviour and bodies of girls and women ○ FGM being seen as a rite of passage for girls into womanhood ○ FGM being used to stop girls and women from forming intimate relationships and having sex outside of marriage ○ FGM being seen as clean - and to not have it makes you seem 'dirty' ○ Beliefs that the vulva will smell, or continue to grow if it is not removed ○ Beliefs that FGM is a religious requirement (it's not in any religious text!) ○ Dowry - in some FGM affected communities, a man has to pay the girls family for marrying her. If the girl has had FGM, her family could receive more money as they believe it confirms she is a 'virgin' ○ It is often believed that she will be protected from being seen as unclean, impure and ultimately protects her from being an outcast in her community 	
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Time	Slide	Content	RESOURCES
1 min	42. FGM has no health benefits, and it only causes harm	But remember, whilst some people justify FGM, it has no health benefits, and it only causes harm	
1 min	43. Is FGM against the law?	Given what we have learnt so far, is FGM against the law?	
<p><i>Teacher Guidance: Why do students think it has been made illegal? Teacher to encourage students to reflect on the UNCRC as a framework for why FGM has been made illegal in the UK - FGM is a violation of girls and women's rights</i></p>			
1 min	44. What does the law say?	<ul style="list-style-type: none"> The law says that it is illegal to Perform FGM on a girl in the UK Take a girl abroad to have FGM done Help someone to organise FGM - even by booking them a plane ticket for example! 	
1 min	45. 1 - It's illegal to perform FGM on a girl in the UK	It's illegal to perform FGM on a girl anywhere in the UK, - so that's England, Wales, Northern Ireland and Scotland, and its also illegal in lots of countries around the world	
1 min	46. 2 - it's illegal to take a girl abroad to have FGM done	It's illegal to take a girl abroad to have FGM done anywhere in the world	
1 min	47. 3 - it's illegal to help someone to organise FGM, or even force a girl to perform FGM on herself	it's illegal to help someone to organise FGM, for example by helping to book a plane ticket/ train ticket, or even forcing a girl to perform FGM on herself - that could be by manipulating her for example	
1 min	48. Breaking the law on FGM can lead to 14 years in prison	Breaking this law can lead to a person receiving up to 14 years in prison	

Time	Slide	Content	RESOURCES
2-3 min	49. FGM Protection Orders - a tool for protection!	<p>The law also created something called FGM Protection orders - which are an amazing tool to keep girls and women safe</p> <p>They are issued by special family courts to protect girls and women, and are free to apply for. Anyone can apply for them - me, other teachers or professionals, and even students, if they thought that they or someone they knew was at risk of FGM</p> <p>They are great because the special family court can order anything that would help to keep a girl or woman safe - including not allowing them to travel, or seeing people who might organise or subject them to FGM</p>	
1 min	50. What should someone do if they were worried?	<p>So what should someone do if they were worried about this?</p>	
2 min	51. Staying safe	<p>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</p> <p>The NSPCC Childline helpline is available 24/7 and they even have a webchat too - 0800 028 3550 or www.childline.org.uk.</p> <p>They offer a safe, non-judgemental space to talk about anything that is worrying with a counsellor</p> <p>But in any emergency 999 should always be called</p>	
1 min	52. FGM is a violation of girl's and women's human rights	<p>FGM is a violation of children's and women's rights, and therefore there are always professionals and others out there who can provide support where it's needed, including emotional wellbeing support</p>	

Time	Slide	Content	RESOURCES
1 min	53. It's always okay to seek support.	It's always okay to seek support – someone is always there to help	
<p><i>Teacher to do a temperature check: How do students feel now learning about this? Do they think it's important that we raise awareness about it? Do they have any questions?</i></p> <p><i>Teacher to hand out sticky notes as they gather feedback</i></p>			
2-3 min	54. 5 min activity: worksheet assessment: Let's do a quiz! 55. 1 person you will tell about FGM and 1 thing you will do to help end FGM	Work in pairs or groups to answer the questions on activity sheet Teacher to spend 1 minute going through the correct answers Because this is such an important issue, I want us to think about how we will continue to raise awareness about it, so on your sticky note, write 1 thing you will do to end FGM, and 1 person you will tell about FGM	You can display these sticky notes in your classroom to encourage continued dialogue on the subject

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