

FEMALE GENITAL MUTILATION (FGM)

FGM, seeking help & reporting FGM concerns

YEAR 5-6

Guidance, lesson plan & resources

Please ensure you read the guidance (p2) before teaching the lesson.

Teacher guidance.....	2
Lesson.....	7
Resources.....	13

We are grateful to colleagues at **FORWARD UK** for reviewing this guidance and the accompanying lesson plan.

Teaching about female genital mutilation (FGM) in key stages 2 and 3

What is FGM?

Female genital mutilation (FGM) is a harmful practice which can seriously affect the physical and mental health of the person, it is a form of abuse and is illegal in the UK, as well as many other countries around the world.

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

Why teach about FGM?

Whilst it is adults' responsibility to protect children from harm, if children and young people are taught about FGM, there is more chance they will report it. It is therefore important that pupils understand what it is and that it is illegal; know how to, and feel able to, tell a responsible adult should they, or someone they know, be at risk of FGM.

The charity FORWARD predicts that 60,000 girls under the age of 15 are at risk of FGM in the UK; 137,000 girls and women are living with the consequences of FGM in the UK and 200 million have undergone FGM worldwide.¹

Who needs to know about FGM?

- Children and young people at immediate or future risk of FGM
- Children and young people who have experienced FGM and either are (or are not) aware of what has happened to them
- Children and young people who believe someone they care about (such as a friend or family member) is at risk of FGM
- Every young person as a citizen in a diverse society

Is it a statutory requirement to teach about FGM?

Whilst there is no statutory requirement for primary schools to explicitly teach about FGM, there is a rationale within the Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for teaching about FGM at primary level, as it states that:

By the end of primary school, pupils should learn:

- *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.*
- *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*
- *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*

This learning is further developed at secondary school where teaching about FGM is compulsory.

The statutory guidance states that:

- *Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They [pupils] should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.*
- *Being Safe: Pupils should know the concepts of, and laws relating to FGM, and how these can affect current and future relationships.*
- *Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: female genital mutilation (FGM)*

¹ www.forwarduk.org.uk, 2018-19

Teaching about FGM is an important part of a school's approach to safeguarding and child protection. The DfE guidance: [Keeping Children safe in Education, September 2020](#), states that:

- *Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.*

Why is teaching about FGM included in the PSHE Association Programme of Study for primary phase?

We know that FGM is performed on girls from a young age. This may mean that pupils as young as Reception or Year 1 are at risk. In most places where FGM is carried out, it is done between infancy and age 15, most commonly before puberty starts². Campaigners against FGM and educationalists have highlighted the importance of teaching about FGM to pupils younger than secondary age in order to further protect young people and empower the next generation to speak up against FGM more readily. For schools with pupils who may be vulnerable to the risk of FGM, opportunities within the PSHE education curriculum to teach about it will significantly contribute to the school fulfilling its safeguarding and child protection responsibilities.

Teaching about FGM is therefore included within the [PSHE Association Programme of Study](#) with a specific reference at key stage 2:

KS2 – Health and Wellbeing – Physical health and emotional wellbeing (Keeping safe):

(H45) *that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk*

Teaching about FGM is also important at secondary age, cementing pupils' understanding about FGM and ensuring that those who have been subject to FGM, or may still be at risk, know where to seek help and access support.

It is included within the PSHE Association Programme of Study with a specific reference at key stage 3:

KS3 – Health and Wellbeing – Healthy Lifestyles:

(H22) *the risks and myths associated with female genital mutilation (FGM), its status as a criminal act*

and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

What are the challenges of teaching about FGM?

Teachers need to teach about FGM in a way that is genuinely protective for children and young people, whilst remaining appropriate for their age and readiness. It may seem that children who are at risk are too young for us to teach them what they need to know to stay safe.

How should FGM be taught at primary phase and lower KS3?

PSHE education is a preventative curriculum that develops protective factors taught through a variety of contexts. Within the PSHE education curriculum pupils learn about keeping safe, rights and responsibilities, consent, respect, self-worth, communication and managing pressure. These aspects contribute to protecting against FGM, even where FGM is not specifically mentioned or taught about. These learning opportunities should be clearly identifiable within the PSHE education curriculum.

Many schools will want to include more specific teaching on FGM in light of the serious risks involved, or the area in which the school is situated and its pupil intake. Evidence of prevalence and public health data can support effective decision-making.

Specific learning on FGM helps to connect the protective learning covered throughout the PSHE education curriculum to the specific issue. This is likely to include learning:

- about FGM – what it is and how it affects people
- the law on FGM
- the language, strategies and skills needed to help manage the threat of FGM (whether for themselves or for others)
- the language, strategies and skills needed to seek help and support if FGM has happened (for themselves or for others)

² <https://www.nhs.uk/conditions/female-genital-mutilation-fgm>

Where FGM is addressed specifically it should be clearly linked with the wider PSHE education curriculum, for example, included in units of learning on health, keeping safe, safe relationships, privacy, body parts (including genitalia).

What makes for effective PSHE education when teaching about FGM?

To be effective, teaching should move from pupils learning only 'about' FGM, to equipping them with skills that will help keep them and others safe. To teach specifically about FGM, pupils will need to learn 'about' FGM – the 'facts or knowledge' which should be accurate, realistic and relevant to age and readiness. But moreover, they need to learn the vocabulary, language, strategies and skills to manage 'critical moments' in relation to FGM.

This can be explained as:

- Knowledge: I know the facts
- Understanding: I have processed these facts – I 'get' how they relate to 'me in my world'
- Strategies: I know the options if I or someone else is at risk of FGM
- Skills: I can assess the risk, I can ask for help and seek further advice, I can communicate my concerns, fears or worries
- Language: I have relevant vocabulary that I can use to communicate clearly to others
- Attributes: I can assert my point of view (self-esteem, self-confidence, self-advocacy)
- Attitudes, values and beliefs – I am clear about my feelings and beliefs concerning FGM

What do young people need to know about FGM?

- That people within some cultures believe it is necessary to cut away part of the female genitalia.
- That this process is often done in unhygienic ways and without anaesthetic. This can lead to infections (many serious) and is very painful.
- That many women who have undergone FGM have serious, long-lasting health problems.
- It is completely unnecessary and is taken so

seriously that children and young women are protected by law from having this done to them – to carry out FGM on a child or young woman is wrong – it is a serious crime in this country and in many others.

- That FGM is not necessary for any religion or religious reasons.
- That every girl and young woman has a right to be protected from FGM and that there are adults who will protect people at risk.
- Where and how to seek appropriate help if they are worried about themselves or someone else.

FGM and male circumcision

During the lesson, questions about male circumcision may be asked. A distinction should be made between this and FGM. In some religions, or for medical reasons, boys may be circumcised (when the foreskin – a small flap of skin that covers the end of the penis, is removed). FGM is not a religious requirement of any religion. FGM carries a significantly higher risk of harm and causes lasting damage to a girl's body. It can leave girls and women with serious psychological and physical health consequences. Another important distinction is that FGM is illegal.

What do young people not need to know about FGM?

- Graphic stories of being held down and cut.
- Graphic descriptions or accounts of the process and the aftermath.
- Graphic images of the 'tools' used to perform FGM.

These approaches scare and can traumatise children and can also re-traumatise those who have experienced FGM. They may also trigger denial that FGM happens or has happened. It is important that resources used in the classroom do not include any of the images or descriptions listed above.

Establishing a safe learning environment

Teachers must be aware that pupils may be directly or indirectly affected by FGM and no assumptions should be made.

Before teaching this, or any PSHE education lesson, further steps should be put in place to establish a safe learning environment. The learning should be effectively 'distanced' meaning that pupils are not asked to discuss their personal experiences, or even to imagine themselves in a particular situation. Instead, scenarios or case studies should be used that are based on characters. An envelope or box should be provided in the classroom for pupils to ask anonymous questions or to write their name on a piece of paper if they want to talk to the teacher in private following the lesson. This allows pupils who wish to disclose to do so safely and not in front of other pupils; and for pupils to ask questions that they may not want to ask in front of their peers. The teacher should take note of these following the lesson and answer them privately or in the next lesson where appropriate.

The importance of ground rules

Ensure there is an agreed set of ground rules for discussion including that teachers and pupils will not be 'put on the spot' to answer personal questions about FGM. Pupils should be encouraged to use correct terminology for body parts and be respectful of others, even if they disagree with their opinions. Pupils must be made aware of the limits of confidentiality and of teachers' responsibility to safeguard them in the event of concerns for their safety or disclosures.

Signposting support

Following the lesson, pupils may want more advice or to seek help if they have concerns. It is therefore essential that they know how to seek this support. In the first instance, it is best they speak to a teacher or adult they trust at school. This may not always be available, during holidays for example, so they will need to know other safe places to search for information, or seek help, such as ChildLine www.childline.org.uk / 0800 1111 or the NSPCC free helpline: 0800 028 3550. They can also email fgmhelp@nspcc.org.uk .

Pupils must be made aware to call the police on 101 or 999 in an emergency. Airport staff are likely to have received training on warning signs of girls at risk of FGM and will have safeguarding procedures in place. If a young person thinks they are being taken abroad for FGM they should alert a member of staff, or call the police.

Safeguarding and the mandatory reporting of FGM

Senior leaders may wish to include a statement on the school's approach to teaching about FGM in their school safeguarding and child protection policy.

By law, teachers have a duty to report instances of or the risk of FGM. Teachers must report any disclosures immediately to the police. The Home Office's [Mandatory Reporting of Female Genital Mutilation – procedural information](#) states that:

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- *are informed by a girl under 18 that an act of FGM has been carried out on her; or*
- *observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth*

The duty does not apply in relation to suspected cases – it is limited to 'known' cases (i.e. those which are visually identified or disclosed to a professional by the victim). In these cases, you should follow local safeguarding procedures. If you are concerned that there is an immediate threat you should take immediate action in line with local safeguarding procedures.

If you are a relevant professional and a girl discloses to you that she has had FGM (whether she uses the term 'female genital mutilation' or any other term or description, e.g. 'cut') then the duty applies.... The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the police is not mandatory. Any such disclosure should, however, be handled in line with wider safeguarding responsibilities.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.

The lesson plans

To support schools that are teaching specifically about FGM at primary phase (beyond the protective factors developed through other contexts) and those teaching about it in key stage 3, the PSHE Association has developed the accompanying lesson plans for upper key stage 2 (Year 5 or 6) and lower KS3 (Year 7 or 8).

Further information and advice for teachers (**NOT** for use in the classroom with pupils):

- **Information about what FGM is, how it affects people and how to report it:**
 - ◇ NHS choices www.nhs.uk/conditions/female-genital-mutilation-fgm/
 - ◇ World Health Organisation (WHO): www.who.int/news-room/fact-sheets/detail/female-genital-mutilation
 - ◇ FORWARD: www.forward.org.uk
 - ◇ Petals: petals.coventry.ac.uk/
 - ◇ Daughters of Eve: www.dofeve.org/
 - ◇ Dahlia Project: www.dahliaproject.org/
 - ◇ Orchid Project: www.orchidproject.org/
 - ◇ FGM National Clinical Group: www.fgmnationalgroup.org/
 - ◇ Home Office: Mandatory Reporting of Female Genital Mutilation – procedural information: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf
 - ◇ Working together to safeguard children (Statutory guidance): www.gov.uk/government/publications/working-together-to-safeguard-children--2
- **For in-school training on FGM and teaching about FGM:**
 - ◇ FORWARD: www.forward.org.uk
- **For training and advice about teaching PSHE education:**

- ◇ PSHE Association: www.pshe-association.org.uk

Appendix: Suggested responses to pupils' questions about FGM

Why does FGM happen?

Many reasons can be given for the practice of FGM and many of these are based on myths that surround it. For example, some people believe that it makes a girl or woman clean or pure; that it will protect them; help them to grow up, get married or have a baby, or they say that it is tradition, for cultural or religious reasons. People can feel pressure to allow FGM to happen.

Why does FGM only happen to females?

In some cultures, people believe or believed in the past, that FGM benefitted women. Now we know it can cause serious health issues for girls and women so should not be carried out.

Why can't someone just stop FGM from happening in the world?

In some places in the world, FGM has been seen as tradition for a long time and some people still believe that it needs to be done, even though we now know all the danger and harm it can cause. Governments all around the world have made the practice of FGM illegal and many charities campaign against it. As people learn more about it and how to report it, the hope is FGM will stop happening in the future.

What will happen if someone tells the police they think they are at risk of FGM?

The police will take it seriously. A police officer or social worker will talk to the person and find out more about their concerns. It is important that they protect the child or young person from harm and make sure they stay safe. The police may talk to the child's parents to make sure it does not happen.

The courts can put in place an FGMPO (FGM protection order). This means that the police may prevent family members from travelling abroad if they think there is an imminent risk of a girl undergoing FGM. They will work with the adults involved to make sure that the FGM does not go ahead.

What will happen if someone reports to their teacher that FGM happened to them?

The teacher will believe them and take the necessary steps to ensure they are kept safe. If someone says FGM has happened to them, the teacher must report this to the police. For any other concerns about FGM, it is important that the teacher tells the headteacher or the person in school who deals with these concerns. A social worker or the police may need to speak to the child and they will probably speak to their parents. It is likely the child will need to see a doctor.

Context

This lesson is for pupils in upper key stage 2. The lesson explains what Female Genital Mutilation (FGM) is, the law in relation to FGM and supports development of protective factors that will support young people to speak up, seek help and report if they or others are, or might be, at risk.

The lesson is not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including genitalia).



Learning objective

Pupils learn:

- about FGM
- how to seek help for themselves or others and report FGM concerns



Resources required

Box/envelope for anonymous questions



Resource 1: Ari's lesson diary
[copies for pupils – optional]



Resource 2: Myths and facts cards
[one set of cards for each group of pupils]



Resource 2a: Myths and facts – answers
[1x teacher copy/copies for each group of pupils]



Flipchart paper, Blu-Tac & marker pens
[for each half of the class]



Additional

Summary of UN Convention on the Rights of the Child (UNCRC), such as: <https://www.savethechildren.org.uk/content/dam/global/reports/uncrc-child-friendly-version1.pdf>

Optional (extension activity resources)

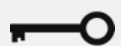
- Video clip: My Body, My Rules by FORWARD: www.forwarduk.org.uk/forward-publications/my-body-my-rules-2015-fgm-animation/ ; <https://www.youtube.com/watch?v=W2IStB6Z3Vw>



Learning outcomes

By the end of the lesson pupils will be able to:

- recognise what is meant by FGM; that it is a type of abuse, causes harm and is illegal
- identify myths and facts about FGM
- explain how to tell someone if they are worried about the risk of FGM for themselves or others
- explain why reporting FGM might feel difficult but why reporting it is so important



Key words

body, rights, human, female, genital, genitalia, mutilation, abuse, harm, harmful, illegal

Activity	Description	Timing
1. Introduction	Establish or reinforce ground rules and introduce the lesson.	-
2. Baseline assessment	Pupils read a case study about a pupil learning about FGM and answer questions.	5-10 mins

3. Body outline	Pupils discuss important things to remember about bodies and personal safety – note ideas around a body outline.	5 mins
4. FGM and human rights	Teacher explains what is meant by FGM. Pupils are reminded about the rights of the child and discuss in relation to FGM.	5-10
5. Myths and facts sorting activity	Pupils work in groups to read statements and decide whether they are a myth or fact, then go through the answers as a class.	15 mins
6. Signposting support	Teacher explains who pupils should talk to if they have concerns and where to access further advice.	5 mins
7. Group-paired discussion	Each half of the class discusses what might stop/help somebody report FGM and in pairs suggest advice.	10 mins
8. Plenary/end-point assessment	Pupils write an anonymous question or note for the teacher then revisit the baseline assessment activity.	10 mins



Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

It is important to consider sensitivities and prior knowledge about specific pupils' circumstances. Be aware that individuals may have experienced FGM themselves or may know of someone who has. They may also become concerned that FGM may be carried out in the future. Any disclosure must be reported immediately to the police (see teacher guidance section on the FGM mandatory reporting duty).

If questions about male circumcision arise, a distinction should be made between this and FGM. In some religions, or for medical reasons, males may be circumcised (when the foreskin – a small flap of skin that covers the end of the penis, is removed). However, FGM is not a religious requirement of any religion, carries a significantly higher risk of harm, causes lasting damage to a female body and is illegal.

Baseline assessment

Introduction



Explain that the lesson will discuss an issue that affects some children around the world and it is important they learn about this so they are informed and protected and can speak out about it in the future.

Before teaching, establish or remind pupils of the ground rules. Highlight that if they have worries or questions during or after the lesson, that they do not want to raise in front of the class, they can write their name on a piece of paper and put it in the anonymous questions box so the teacher can talk to them individually. Explain that everyone will get a chance to write an 'anonymous' question or thought about their learning at some point in the lesson.



Baseline assessment activity



Pupils read **Resource 1: Ari's lesson diary / PPT slide 13/14** and answer the questions. Explain that if pupils have not heard of FGM they can just say or write 'I don't know'. It does not matter as they will be learning more about FGM in the lesson (do not provide further prompts or explanations at this point).

You can choose for pupils to discuss this as a whole class activity, in pairs or as an individual written activity. The purpose is to get a sense of what pupils already know or think about FGM and what worries or concerns they may have. If pupils work in pairs or individually, circulate around the class as they work or ask for feedback following the activity, then collect in their work and put it to one side. Pupils will return to this at the end of the lesson to reflect on their learning.

Core activities



Body outline



Draw an outline of a body on the board or flipchart. Ask pupils to think about the following question: What can we remember about how to keep our bodies safe? Then share their responses, writing them around the body outline.

*Pupil responses might include: their body belongs to them; everybody is different; no-one should touch someone else's body without permission; our bodies are special; it is important to keep our bodies healthy and clean, the **PANTS rule** (Private parts are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up – someone can help)*

If pupils do not mention personal safety make sure you direct them towards doing so and re-cap the [PANTS rules](#) for keeping private parts private.



FGM and human rights



Write the acronym: **FGM** on the board or flipchart and explain that this is a type of abuse that is very harmful to people and their bodies.

- Next to the letter **F**, write 'female' – explain that this affects girls and women.
- Next to the letter **G**, write 'genital' – remind pupils what we mean when we talk about genitals or genitalia, and the names of the female genitalia (vulva, vagina, clitoris).
- Next to the letter **M**, write 'mutilation' – explain that to mutilate in relation to the human body is to injure, damage or disfigure.

Explain that FGM means that someone changes or removes parts of the female genitals, which is very harmful. It happens to some girls in some cultures and places around the world (in Africa, Asia and the Middle East but it also happens in Europe and even in the UK) but not usually in a hospital. It is also scary and painful and it goes against a girl's right to be safe.

Display a simple version of the **United Nations Convention on the Rights of the Child (UNCRC)** (or provide copies for pupils to read in pairs). Explain briefly that this is a set of rules for governments that have been signed and agreed by most countries around the world. Explain that all the rights are equally important and link together as a set of rules or principles to protect children and keep them safe and happy.

Explain that FGM goes against one right in particular. Ask for suggestions for which it might be and if necessary explain that it is Article 19 (**protection from violence, abuse and neglect**) **Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.**

[A summary of the UN Convention on the Rights of the Child, Unicef, 2017]



Myths and facts sorting activity



Working in small groups of about four, pupils read each statement from **Resource 2: Myths and facts cards** and sort the cards, deciding whether each is a myth or a fact.

Go through the answers with the class, giving the information from **Resource 2a: Myths and facts – answers.**

Support:



Give pupils fewer cards and decide if they are myths or facts (e.g. numbers 3, 4, 5 and 8).

Challenge:



Pupils further explain their thinking about why they think the statement is it a myth or fact.



Signposting support



Explain that a young person may feel under pressure to keep FGM a secret. Someone under threat of FGM might be told they are going on a special holiday but not to tell anyone, or that they are going to have a special secret ceremony to do with growing up or becoming a woman. It is important to remember that secrets and surprises that do harm do not feel good and that we usually get a sense if something is wrong. Secrets that make someone worried or uncomfortable should always be shared with an adult they trust.

Ask the pupils to suggest who someone could ask or where they could go for help either for themselves or for someone else they are worried about.

Explain that a child or young person concerned about FGM, whether it has already happened to them or someone they know, or it might happen in the future, can:

- Talk to a teacher or adult they trust at school
- Talk to an adult they trust at home (or outside the family)
- Call ChildLine 0800 1111
- See the ChildLine website for advice www.childline.org.uk
- The NSPCC also have an FGM helpline, call free on 0800 028 3550 or email fgmhelp@nspcc.org.uk
- Police: non-urgent calls call 101 or if in immediate danger, call 999



Group-paired discussion



State that some young people might find it difficult to report FGM.

Divide the class in half. One half discusses: What might make it difficult for someone to report FGM? And the other half discusses: What might help someone to report FGM?

Pupils record their responses on flipchart paper. After a short time bring the class back together to compare their ideas.

Pupils' responses might include:

What might make it difficult for somebody to report FGM? Worried they will get into trouble; worried parents will get into trouble; not knowing what will happen to them or their parents; embarrassed to talk about it; fear something bad will happen to them; find it upsetting to talk about.

What might help somebody to report FGM? Knowing who they can talk to and what to say; wanting to keep their body safe; knowing that it is illegal; wanting to protect their family; knowing it is not a religious requirement; talking confidently about their body and about FGM; remembering the United Nations Convention on the Rights of the Child (UNCRC), remembering the PANTS acronym; being able to ask advice by email or text; knowing who they can speak to at school.

Remind the pupils of the baseline assessment – **Ari's diary entry**. Ask them to imagine that Ari has a friend who is worried they may be at risk of FGM. In pairs, pupils think about what advice Ari could give this friend. Pupils share their ideas.

Suggestions might include:

- *'Talk it through with your teacher, they will know how to help.'*
- *'The most important thing is that you keep your body safe.'*
- *'Sometimes, people don't understand the harm that this type of abuse can do, adults sometimes need help to learn this too, maybe your parents don't understand.'*
- *'It is always best to ask if you are not sure or are concerned, then the right people will know how to help.'*

Plenary/**Assessment of learning**



Reflecting on today's lesson and end-point assessment

Provide an opportunity for pupils to record a question or a 'note for the teacher' about the lesson (this might be something that surprised or concerned them or just a general reflection on what they have learned). Remind pupils that if they want to talk to someone for more advice, to put their name on the paper. Collect these in the box or envelope.

Be sure to check these carefully after the lesson and follow up any concerns, in line with safeguarding and child protection policies. Any disclosure of FGM or risk of FGM must be reported immediately to the Designated Safeguarding Lead.

Pupils then go back to the baseline assessment from the start of the lesson. If they have completed this individually they can use a different colour pen or pencil to amend or add to their initial ideas. If it was a whole class or paired discussion, allow time to discuss and reflect on the learning.

Extension activity

Watch the video (3 mins) *My Body, My Rules* by FORWARD¹. Pupils discuss the character's feelings at different points in the film. Then discuss:

- What are the key messages in the film?
- At the end of the film it says, '*Together we can end FGM*' – What does this mean?

¹ <https://www.youtube.com/watch?v=W2IStB6Z3Vw>

Today, we did a lesson about FGM. I hadn't heard about it before and I didn't really know what it was. But, now I know my friend Ayesha has talked about it before. She said she knew all about it before the lesson.

I learned a lot of new facts and our teacher talked about some of the myths about FGM too.

I didn't know who it happened to before but I do now.

I realise it can be a difficult thing for people to talk about sometimes.

The most important thing I learned was what to do if someone is worried about it and where they can get help.

I hope everyone learns about this so it stops.

Ari

What do you know or have you heard about FGM?



What can someone do about FGM?



1

FGM helps girls and women protect their bodies and keep them clean.

2

FGM is part of growing up and becoming a woman.

3

Parents do not have the right to say their child should undergo FGM.

4

FGM is necessary for religious reasons.

5

FGM is illegal in the UK and many other countries around the world.

6

It is ok for FGM to be carried out if a member of the child's family does it.

7

If a girl has undergone FGM nothing can be done to help her.

8

If someone suspects FGM may happen to them or someone they know, it is important to tell someone as soon as possible.

MYTH

FACT



1 FGM helps girls and women protect their bodies and keep them clean.

MYTH

FGM does not help a girl or woman and her body, in fact it can cause serious illnesses and infections.

2 FGM is part of growing up and becoming a woman.

MYTH

FGM is a type of abuse and is very harmful for girls and women. If it is suggested that it is part of growing up, this is not true.

3 Parents do not have the right to say their child should undergo FGM.

FACT

FGM goes against human rights and the United Nations Convention on the Rights of the Child (UNCRC). Parents are not allowed to give permission for FGM. All children have the right to be protected from harm.

4 FGM is necessary for religious reasons.

MYTH

Some cultures believe it is necessary to cut away or change part or all of a woman's genitalia but it is completely unnecessary. It is not required by any religion and there are no religious scripts or books that prescribe it.

5 FGM is illegal in the UK and many other countries around the world.

FACT

FGM is against the law in the UK and in many other countries. It is also against the law to take a child out of the UK to another country to undergo FGM.

6 It is ok for FGM to be carried out if a member of the child's family does it.

MYTH

No one is allowed to carry out FGM, even if they are a doctor, nurse or a family member.

7 If a girl has undergone FGM nothing can be done to help her.

MYTH

It is important that a girl or woman tells someone if they have had FGM. This should be a doctor or an adult they trust. It is important they get correct medical advice to keep their body healthy and well and support their mental wellbeing.

8 If someone suspects FGM may happen to them or someone they know, it is important to tell someone as soon as possible.

FACT

It is very important that the risk of FGM happening to someone is reported before it can happen. This might mean breaking a confidence (something someone has asked you not to repeat) or telling a 'secret' but should be done to keep the person safe.

