

Additional Lesson

Keeping Safe, including FGM

Learning Intention

To know we all have the right to be safe

Learning Outcomes

To know how someone can be safe and in control of their body

To understand what FGM stands for

To know where to go for help

Resources

[FGM Teacher Guide](#) - teachers should read this guidance document in preparation for the lesson

[Puberty Body Part cards](#)

[PANTS cards](#)

[Scenarios cards](#)

[Pupil questions template](#)

CWP advises schools to take a whole school approach to FGM which includes policy development, staff awareness training, governor and parental involvement. It is not appropriate or beneficial to teach this lesson until safeguarding procedures concerning FGM are in place. We suggest the lesson is taught after Lesson 1 in the Year 6 scheme of work. See the [FGM Teacher Guide](#) for more details.

Activities

1. Re-cap and Ground Rules

In a circle, remind everyone of the ground rules from the previous lesson. Ask the class what they remember about puberty. Encourage pupils to share any new science words for male and female body parts and explain their

function. Check their knowledge using the [Puberty Body Part cards](#); focus on the pictures of the female parts including the clitoris picture.

2. Keeping Safe

Introduce the learning outcomes and explain that the lesson is about keeping safe, in particular keeping bodies safe. Ensure they understand what 'safe' means – ask for a definition. In pairs, ask the class to think of ways that they keep safe and from what? Some ideas might include road safety, hygiene and germs, bicycle helmets, seat belts, etc. If necessary add a prompt about peoples' personal space and what that means in this context. Collect a list of ideas on the board.

Explain that another way someone can keep safe and take care of their bodies is by not letting anyone touch their private parts. (An exception would be for medical reasons and in that case a doctor or nurse would always ask if the person was comfortable with being examined before touching any private parts).

3. What parts of the body are private?

Draw an outline of a body on a flipchart or use the whiteboard and ask children to work in small groups to identify which are the private areas. Acknowledge that the penis, testicles and vagina are often called 'private parts' but there are other parts of our body, which we might also describe as private or not to be touched by others without our consent (saying it's OK). As a whole group, take turns to mark the body outline with post-it notes to indicate the private areas. Discussion might include whether it is appropriate to touch someone's stomach or bottom etc. Make sure breasts and nipples are included in the picture.

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4. PANTS cards

In groups, hand out the sets of five [PANTS cards](#) and ask the children to order the cards into an acronym that spells a proper word (*in this case PANTS*).

Using <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> share the diagram:

Privates are private
Always remember your body belongs to you
No means no
Talk about secrets that upset you
Speak up, someone can help

In pairs, ask the children to discuss what the different words mean to them. What does '*privates*' mean? What does *belong* mean? Who is in charge of your body? Who does it belong to? What should a person do if someone wants to do something to their body that they are not happy about? Refer to the relevant letters from PANTS as you go through these questions.

Ask the children what changes happen to the private parts during puberty e.g. private parts grow, periods start. Emphasise that although we can't control these particular changes, they are a normal part of what happens to children's bodies as they grow up.

5. FGM

Write the acronym FGM on the board in a vertical line. Has anyone heard of this? What does it mean?

Write **Female** on the board next to the F – ask what this means, explain it's about women and girls.

Write **Genital** on the board next to the G – ask what this means, explain it's about someone's private parts, ask children for the science words for these parts.

Write **Mutilation** on the board next to the M – explain that mutilation means "an act of physical injury that degrades (makes it worse) the appearance or function of any living body/ part of the body".

Explain that FGM means changing or removing part of the female private parts by cutting them. This practice is harmful and painful for girls and women and is illegal in this country. Ask children what illegal means and ask them to give you examples of what things are illegal (stealing, driving over the speed limit, drinking alcohol underage, taking drugs, hurting someone etc.). Explain that FGM is something that happens to some girls in some cultures and that it is important that we remember PANTS – that is it not OK for anyone to do this to a girl even if they are a family member. Cutting or changing someone else's body, for example cutting or changing girls' private parts, is not normal or legal and can cause severe health problems.

Some girls are taken away for a "celebration" where FGM happens, but this is not allowed in this country. If a person hears about this or are worried, they can speak to someone about it. Remember the S of the PANTS - someone can help. Mention ChildLine 0800 1111 and refer to any posters that might be displayed in school as well as who they could talk to in school, e.g. teacher, teaching assistant, learning support person.

It may be necessary to acknowledge that there is a practice called Male Circumcision where a boy's private parts are changed and this is an accepted practice in some cultures and religions. Emphasise that IT IS DIFFERENT FROM FGM because FGM is illegal, it causes harm to the girl at the time and in the future.

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6. Pupil Questions

Ask pupils to write questions using the [template](#): *After the lesson I wanted to know...*

Explain that, where relevant, these questions will be answered in the next lesson.

7. Closing Round/Review

In pairs, ask the children to complete the sentence: *'One thing we could do if we were worried about a friend is'*

Alternatively use the [Scenario cards](#) from the Additional Activities section below to assess pupil learning.

Additional Activities

Scenarios

In groups, give each group one [Scenario card](#) and ask them to discuss possible answers. As a class, discuss each scenario and pool ideas.

Video Clip - Buckle Up

<http://integratebristol.org.uk/2014/02/25/integrate-bristol-fgm-song-buckle-up/>

Show the video clip and discuss with the class what they think the lyrics mean and what messages the young people are trying to get across.

Further information

Childline dedicated FGM number: 0800 028 3550

DfE website

<https://www.gov.uk/search?q=FGM>

<https://www.gov.uk/search?q=FGM+guidance+for+schools>

NSPCC FGM website (which has a legislation, policy and guidance section)

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

The Guardian has a webpage, collating news items about FGM :

<http://www.theguardian.com/society/female-genital-mutilation>