

# FGM and CSE Prevention

## through the Cambridgeshire Primary Personal Development Programme

Ref: *Keeping Safe in Education*  
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### FGM

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

### CSE

Child Sexual Exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The following list shows how specific learning objectives in the units of work within the Personal Development Programme contribute to the prevention of FGM and CSE.

Year Group	Unit of Work	Learning Objective
YR	BGF My Body and Growing Up	<p>2. To describe their own appearance and name external body parts including using agreed names for the sexual parts.</p> <p>3. To recognise similarities and differences between the bodies of girls and boys.</p>
Y1/2	RS1 Relationships and Sex Education	<p>1. To recognise the main external parts of the bodies of humans, including names for sexual parts.</p> <p>3. To understand that they have responsibility for their body's actions and that their body belongs to them.</p>
	RS2 Relationships and Sex Education	<p>2. To consider the ways they have changed physically since they were born.</p>
	PS 12 Personal Safety	<p>4. To know who I could talk with if I have a worry or need to ask for help.</p> <p>6. To be able to identify private body parts.</p> <p>7. To know that my body belongs to me and to be able to say 'No' to unwanted touch.</p> <p>8. To know what I could do if I feel worried about a secret.</p> <p>9. To know what I could do if a friend or someone in my family isn't kind to me.</p> <p>10. To know what I could do if something worries or upsets me when I am online.</p>
Y3/4	RS3 Relationships and Sex Education	<p>1. To know scientific names for male and female sexual parts and use them confidently.</p> <p>2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults..</p> <p>3. To value and respect their own bodies and understand their uniqueness.</p>
	RS4 Relationships and Sex Education	<p>2. To understand that babies begin when a male seed and female egg join together.</p> <p>3. To investigate perceptions of being physically, emotionally and socially 'grown up'.</p>
	PS34 Personal Safety	<p>4. To be able to name who is on my Network of Support and know how I can ask them for help.</p> <p>6. To be able to identify the sort of physical contact I feel comfortable with.</p> <p>7. To know what I could do if I experience unwanted or unsafe physical contact.</p> <p>8. To be able to decide if a secret is safe or unsafe.</p> <p>9. To know what I could do if I feel worried about a friendship or relationship.</p> <p>10. To be able to suggest some ways in which I can keep safe online.</p>

Year Group	Unit of Work	Learning Objective
Y5/6	RS5 Relationships and Sex Education	<ol style="list-style-type: none"> <li>1. To identify male and female sexual parts confidently and describe their functions.</li> <li>2. To know terminology for sexual parts appropriate for use in different situations.</li> <li>3. To know and understand about the physical changes that take place at puberty and how to manage them.</li> <li>4. To understand that physical changes affect people in a variety of ways and at different rates</li> </ol>
	RS6 Relationships and Sex Education	<ol style="list-style-type: none"> <li>1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse.</li> <li>2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</li> </ol>
	PS56 Personal Safety	<ol style="list-style-type: none"> <li>3. To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>8. To know the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>9. To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>10. To know 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.</li> <li>11. To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>12. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ol>

