



The mindful approach to PSHE

# FGM and Jigsaw

## Domestic violence, sexual exploitation, forced marriage, FGM

Jigsaw does not cover the concepts discretely, particularly using these terms. That's not to say that children won't be experiencing them, but we focus instead on how to create healthier relationships, what to do if you're worried about something, your rights as a child, who can help, and so on. The PSHE Association's Programme of Study states, for example, that domestic abuse should be taught in KS4, which for some people may feel too late; however, teaching children about healthier relationships, and keeping themselves safe physically and emotionally, is how we have chosen to cover these topics in Jigsaw. In Year 2 Jigsaw, children are taught about privacy, and which parts of their bodies are private, which can help children to express more easily if someone else is taking an interest in their bodies that makes them feel uncomfortable. There are also numerous opportunities for children to talk about themselves safely in the classroom – during circle times – or to a trusted adult, about anything they might be worried about or have questions about. Children are reminded about this in all Jigsaw lessons as this can form part of the Jigsaw Charter.

In essence, teaching about safety and relationships as part of PSHE (and particularly SRE) contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations.

The following table shows a range of different lessons within Jigsaw that cover safeguarding from a child's perspective – teaching about keeping themselves (and others) safe while still enjoying the world and all it has to offer. These lessons can be used to explore FGM-related discussions in particular, depending on the age and stage of development of the children.

| Year Group | Puzzle (unit)          | Piece (lesson)                                | Content   | Link to safeguarding   |
|------------|------------------------|---|---|--|
| F1/2       | Celebrating Difference | 6 – Standing up for yourself                  | Children learn how to improve things if they don't like what someone says or does to them.  | Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another children to say the phrase. |
| F1/2       | Changing Me            | 2 – Respecting my body                        | Reinforcing the concept that our bodies are precious and need looking after.  | This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.  |
| 1          | Relationships          | 4 – People who help us                        | Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.  | If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.   |
| 1          | Changing Me            | 4 – Boys' and Girls' Bodies                   | Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them.   | By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice').                             |
| 2          | Relationships          | 2 – Keeping safe – exploring physical contact | The lesson focuses on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not.  | Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson.  |
| 2          | Relationships          | 4 – Secrets                                   | Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it. | Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.        |

| Year Group | Puzzle (unit)          | Piece (lesson)                                      | Content   | Link to safeguarding   |
|------------|------------------------|---|---|--|
| 3          | Celebrating Difference | 2 – Family conflict                                 | This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution techniques to help themselves.  | Using the story, 'And Tango Makes Three', children think about a possible source of family conflict and think of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help. |
| 3          | Healthy Me             | 4 – Being safe                                      | Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.   | Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task).   |
| 3          | Relationships          | 3 – Keeping myself safe                             | Children discuss things that they might need to keep safe from and complete a 'keep safe' label template.   | In discussions, teachers can draw out of children that they might need to think about keeping safe, including when they are online.  |
| 4          | Healthy Me             | 6 – Celebrating My Inner Strength and Assertiveness | Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.  | Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.   |
| 6          | Relationships          | 4 – Power and Control                               | Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power. | Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.                                |

## Changing Me lessons

Most of the lessons in Changing Me can be relevant too, as for some year groups the lessons explain the function of each part of the female reproductive organs and parts of the body. Naturally, creating a safe, open environment throughout PSHE lessons can support children in a range of ways.

## School responsibility

The designated safeguarding lead should be aware of the guidance that is available in respect of female genital mutilation (FGM) and should be vigilant to the risk of it being practised. Inspectors should be also alert to this when considering a school's safeguarding arrangements and, where appropriate, ask questions of designated staff such as:

- how alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it; what sort of training have they had?
- has the school taken timely and appropriate action in respect of concerns about particular children?

Government-produced guidance can be found here: [female-genital-mutilation-resource-pack](#). Please ensure that your school is aware of and following the current guidance. Here is an excerpt from the guidance on FGM and schools.

## FGM mandatory reporting duty

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. 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 regulated health and social care professionals in England and Wales, 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).