

LESSON 4

HOW A BABY IS MADE

CONTEXT

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school.

This lesson emphasises that having sexual intercourse or the decision to have a baby, is something for when they are much older. It also emphasises the importance of consent in this context. It enables pupils to reflect on values and responsibilities within healthy adult relationships. *See Teaching the Y6 lesson plans: Additional notes section before teaching the lesson.*

LEARNING OBJECTIVES

We are learning:

- about adult relationships and the human life cycle
- about human reproduction (how a baby is made and how it grows)

INTENDED LEARNING OUTCOMES

- identify the links between love, committed relationships / marriage, and conception
- explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults
- explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

RESOURCES REQUIRED

- 'Ask-it-basket' and pieces of paper (see teacher guidance)
- Flipchart paper
- Pencils or pens, including coloured pencils or pens
- **Resource 1: Concept conversation sheet** - baseline and end-point assessment activity - 1 or 2 sheets per pupil

- **Resource E: Life stages** – displayed for the class
- **Resource J: How a baby is made sequencing cards** – one set for each group of pupils
- **Resource K: Pregnancy fact cards** – one set for each group of pupils
- Children’s literature, such as *‘How did I begin?’* by Mick Manning and Brita Granstrom (see teacher guidance - lesson notes section), or *‘Let’s talk about where babies come from’* by Robbie H Harris

CLIMATE FOR LEARNING

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

KEY WORDS

Love, respect, consent, commitment, woman, man, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils add their ideas to an outline conversation that children are having about human reproduction	5-15 minutes
Introduction: human life cycle	Using the human life cycle picture, explain how this lesson is about adult, loving relationships	5 minutes
Paired discussion	Pupils discuss how a loving adult couple might show commitment, care and love for each other	5-10 minutes
Teacher-led discussion	Teacher briefly introduces the next activity, how babies are made, what is meant by sexual intercourse and consent	5-10 minutes
Sequencing activity	After a discussion about sexual intercourse, pupils sequence how a baby is made using descriptive cards	10-15 minutes
Ask-it-basket	An opportunity for pupils to ask any questions they might have anonymously.	5 minutes
Pregnancy facts	Pupils sort given statements about pregnancy into ‘true’, ‘false’ or ‘it depends’.	15-20 minutes
Extension activity: Thought bubbles (optional)	Pupils discuss what a couple might have to consider before deciding to try for a baby.	10-15 minutes
Plenary and assessment	Pupils repeat the baseline activity: concept conversation	5-15 minutes

10-20 MINS

BASELINE ASSESSMENT

TAZ'S PROBLEM

Ensure this activity is completed before delivering the lesson. See teacher guidance for further information.

Give each pupil a copy of **Resource I: Concept conversation sheet** with the beginning of a conversation some children are having about human reproduction and how a baby is made. Ask the pupils to read the conversation so far and add their ideas to the conversation.

Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to put their name on their work and collect them in. Check through them, noting responses and any misconceptions that need addressing.

Keep their work safe – these will be used to assess learning at the end of the lesson.

CORE ACTIVITIES

5 MINS

INTRODUCTION: HUMAN LIFE CYCLE

Display **Resource E: Life stages**. Explain that today's lesson will focus on adult relationships. Point out where on the human life cycle we will be focussing (from young adult to middle-age). For further information on discussing this with pupils, see teacher guidance - lesson notes section.

5-10 MINS

PAIRED DISCUSSION: ADULT LOVING RELATIONSHIPS

Ask pupils to work in pairs, to discuss the different ways that two adults who are part of a loving couple might show their commitment, care and love for each other.

Pupils' responses might include: to tell each other they love each other; to tell other people they love each other; to hold hands; to kiss; to cuddle; to sleep together; to have sex; to get engaged; to get married; to have a civil partnership; to live together; to buy each other special gifts; to wear a special piece of jewellery (such as a ring); to rent or buy a house together; to go on holiday together; to decide to have a baby together.

Take feedback to collect different ideas. Elicit that there are lots of ways people express love and show they care deeply for another person. Explain that some ways may be very personal and private between the couple, and others may be more public. You might want to ask the pupils to give some examples of each from the ideas they came up with.

5-10 MINS

INTRODUCING WHAT IS MEANT BY SEXUAL INTERCOURSE

If pupils have used specific vocabulary or alluded to 'sexual intercourse' in the introductory activity, refer back to their words, or if not, say that sex (or sexual intercourse) is just one way that adults may choose to show their love and care for each other.

Pupils may have used words other than sexual intercourse, i.e. *making love* or *having sex*. If so, discuss with the pupils why these terms might be used.

Reflect on what is meant by 'consenting' or 'consent'—highlight that both adults should agree and feel comfortable and happy about what is happening. Stress that being pressurised or persuaded to agree to something is not consenting, and that making or persuading someone to do something sexual that they're not happy or comfortable to do is wrong and against the law. Explain that this does not just relate to sexual intercourse—the same applies to everything (touching someone, to holding hands, cuddling and kissing).

Explain that a couple might also decide to have a baby together, and sexual intercourse is a way a man and a woman can make a baby together.

You may choose at this point, to mention that there are other ways—such as IVF, assisted conception or surrogacy—that can be used by opposite or same sex couples, although this is raised later in the quiz activity and can be further explored then.

It is worth pointing out that sexual intercourse is just one part of sex or intimacy between two consenting adults.

10-15 MINS

SEQUENCING ACTIVITY: HOW A BABY IS MADE

With pupils working in small groups ask them to put the cards from **Resource J: How a baby is made** sequencing cards in order to explain how they think a baby is made when a man and woman have sexual intercourse.

Afterwards, go through the sequence with the class. Clarify any misconceptions, and point out the importance of them both feeling happy and loving at the beginning of the sequence.

For those students who may need further support:

Use some of the images from a children's information book (such as *Let's talk about where babies come from* by Robie H Harris) to accompany the sequencing cards. It might also be useful to refer back to the learning from the

5 MINS

year 4 / 5 puberty lessons: to revise male and female genitalia/sex parts.

For those students who may need further challenge:

Provide the pupils with a copy of a children's book about how babies are made such as 'How did I begin?' by Nick Manning and Brita Granstrom (see lesson notes section for guidance about using this book). Ask the pupils to 'review' the book and say what is clear and if anything is less clear.

ANONYMOUS QUESTIONS

Give pupils a few minutes to record questions they have about the previous activity. These should be anonymous, and put into the 'ask-it-basket' for you to read later and decide how best to respond. See teacher guidance section.

15-20 MINS

PREGNANCY FACTS – TRUE, FALSE, DEPENDS

Explain that the next activity might answer some of the questions they have asked but will also look in more detail at what is meant by pregnancy.

Re-organise the pupils into different small groups and give each a set of **Resource K: Pregnancy fact cards**. Ask pupils to take turns to read each one and decide whether the statement is true, false or depends.

Afterwards, go through each as a whole class, discussing pupils' responses, using the Teaching the Y6 lesson plans: Additional notes section to help you fill gaps in understanding or correct misconceptions.

For those students who may need further support:

Some pupils may require adult support to discuss these questions. They may need to refer back to the pictures or diagrams to support their understanding of the question.

10-15 MINS

THOUGHT BUBBLES (OPTIONAL)

Discuss how, before deciding to have a baby, a person or couple will have lots to think about. Ask pupils what someone might be thinking before they decide to try for a baby. This might include thoughts and feelings about how their life will change, or practical considerations: like having enough money; a permanent home; or all the things a baby might need. Take feedback, recording some of their ideas in thought bubbles drawn on the flipchart or whiteboard. Elicit that deciding to have a baby can be very exciting but also means extra responsibility, so people have to think carefully about it.

5-15 MINS

PLENARY/ASSESSMENT FOR AND OF LEARNING

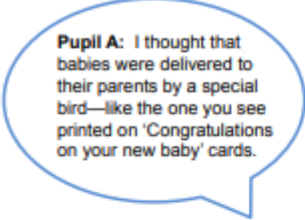
Ask pupils to go back to their baseline assessment 'Concept conversation: how babies are made' and add to, correct or amend their initial ideas using a different coloured pen and add any other new learning from the lesson. As before, they should work independently with their own ideas. This provides an opportunity for personal reflection as well as gathering evidence of progress.

At a later time (ideally next lesson), respond to pupils' questions written following activity 2, perhaps by re-phrasing them and providing a quiz to complete in pairs.

Resource 1

Concept conversation: how babies are made

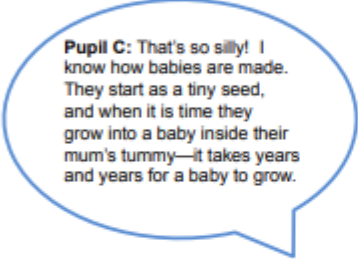
A group of children, about your age, from a school not far from here, were having a conversation about how babies are made. This is what they said...



Pupil A: I thought that babies were delivered to their parents by a special bird—like the one you see printed on 'Congratulations on your new baby' cards.



Pupil B: I was told that babies are collected from the chip shop!

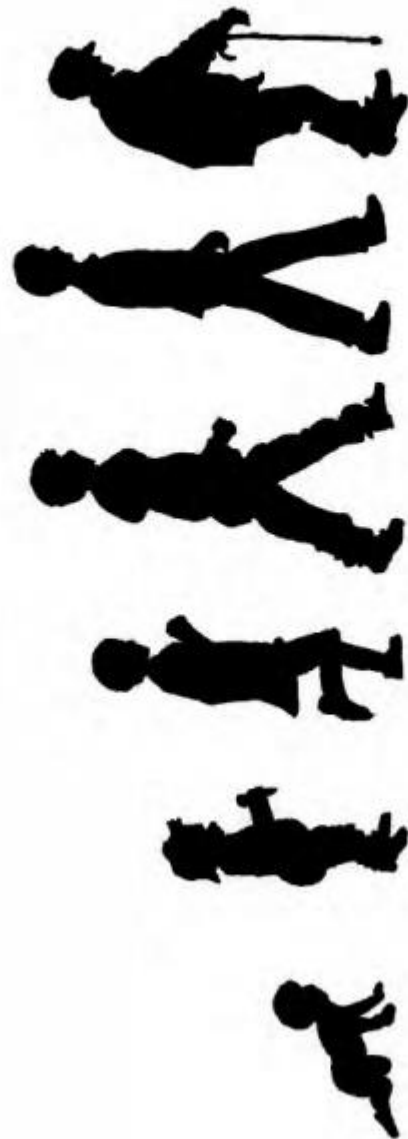


Pupil C: That's so silly! I know how babies are made. They start as a tiny seed, and when it is time they grow into a baby inside their mum's tummy—it takes years and years for a baby to grow.

Do you agree with any of the pupils? How do you think babies are made?

Resource E

Life stages



Resource J

How a baby is made sequencing cards

An adult couple who are in a relationship might kiss and cuddle, get very close, and touch each other in romantic and sexual ways. They should both feel happy and comfortable doing this together.

Sometimes when a man and woman are making love together, the man's penis grows hard, and a woman's vagina may get slippery. The couple may decide they want to have sexual intercourse.

This means the man's penis slides into the woman's vagina.

The penis squirts a sticky liquid called semen into the woman's vagina.

Millions of tiny sperm in the liquid quickly swim up inside the woman to the fallopian tubes.

If there is an egg (ovum) in one of the tubes, one of the sperm might meet it, stick on to it, and enter the egg. This means the egg is fertilised.

The fertilised egg travels down the tubes to the uterus or womb. It divides into lots of different cells and settles in the womb.

The cluster of eggs gradually grows inside the mother's uterus or womb and is called a foetus. It takes nine months until the baby is ready to be born.

Resource K

Pregnancy fact cards

A human baby is born after nine months in the mother's uterus (womb).

Women feel sick when they are pregnant.

Babies are born through their mother's vagina.

Twins are made when two sperm find two eggs.

Twins are made when two sperm find two eggs.

Only females can give birth to babies.

Sexual intercourse is the only way a baby can be made.

A couple can prevent a baby being made during sexual intercourse.

Not everyone has a baby.