

Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Focus on family diversity and celebrate different families.
- Tell pupils that the next few lessons will be learning about how babies come into families, sexual intercourse, pregnancy and birth. Remind them about ground rules, the question box and to speak to someone if they are feeling anxious. Be reassuring about lesson content.
- Be aware of any pupils who are adopted or in care and consider how best to involve and support them in this lesson.
- Read Teacher helpsheet L: How babies are made, prior to lesson and ensure clear messaging is given about family diversity and the different ways children come into families. Ensure you are confident to give inclusive messages related to sexual orientation.



Resources required

- Interactive whiteboard resource: Making babies.
- Worksheet U: Sexual intercourse.
- Teacher helpsheets from Module 2: Lesson 6 Teacher helpsheet E: Sexual body parts - male and Teacher helpsheet F: Sexual body parts - female.



Aim of lesson

- To learn and understand how babies are made.



Learning outcomes

- I can describe fertilization through sexual intercourse.
- I can explain how a baby is made and that different people use different methods to do this.
- I can describe what consent means.
- I know the age of consent.



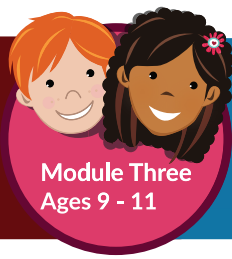
Key questions

- Why do people have babies?
- How do people have babies?
- What is consent?



Differentiation

- Some 1:1, pre or post teaching may be needed. The additional resources may help this, particularly the story books. Some pupils could be asked to write on the picture ordering activity to explain what each picture shows.



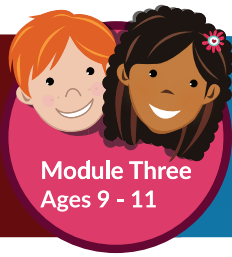
Introduction to lesson and baseline assessment

1. Revisit class *ground rules* and remind them they can use the question box.
2. Remind pupils that we all come from a variety of different families and that within our school/street/town there is a lot of diversity, which is brilliant. You can remind pupils of the Yasmine and Tom lessons they have done in the KS1 and lower KS2. Over the next few lessons we will look at the different ways' babies are made.
3. Ask pupils to work in pairs, with *talk partners* and write down all that they know about how babies come into families; for example, born, adopted, fostered, stepfamilies. Then ask pairs to write down what they know about how human babies are made, what they are not sure about how human babies are made, and any questions they have. Questions could be done anonymously through the question box. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

4. Open the interaction on the whiteboard. Bring up the male and female reproductive system pictures and ask the group to shout out the names of the parts. This should be a revision from the puberty lesson.
5. On the whiteboard show an image of the penis entering the vagina and the journey of the sperm.
6. Talk about ejaculation and fertilisation of the egg (see Teacher helpsheet L: How babies are made). Remind pupils that if an egg is not fertilised that the woman will have a period; revisiting learning from previous lesson.
7. At the end of the presentation ask pupils if they remember how old (the legal age) you have to be to have sex and ensure they know it is 16 (the current age of consent). Explain when two people both agree with each other that they want to have sex with each other this is called consent. It is very important for people to give and ask for consent before having sex.
8. Explain to pupils that all babies are made when an egg and a sperm come together and that today we will be looking at how this happens through sexual intercourse (penis in vaginal sex), and that other ways that babies are made will be explored next lesson.
9. Pupils can be invited to add any questions to the question box.
10. Ask the members of the class to work individually or with a partner and give them a copy of Worksheet U which has 9 pictures on it.
The pictures are.
 - The female reproductive system during/after ovulation.
 - A male erection.
 - The penis entering the vagina/sexual intercourse.
 - Ejaculation.
 - Fertilisation/implantation of the egg.
 - Pregnancy: 1st trimester.
 - Pregnancy: 2nd trimester.
 - Pregnancy: 3rd trimester.Ask the pairs to cut them up and arrange them in the right order. Check everyone has the order right and bring the group back together.



Plenary and endpoint assessment

- Pupils could be encouraged to write a description for each picture from the final activity and this could be used to assess their understanding of sexual intercourse.
- Pupils could also revisit the baseline activity and add any new information, answer any questions or change anything they feel now needs altering. KEEP this for next lesson.



Embedding learning

- Have a book box of some age appropriate books on sexual intercourse or how babies are made.
- Display family diversity posters such as those from Stonewall or Out of our children as a reminder of family diversity.



Additional resources to support learning

- Real families rock posters (scroll down page)
<https://www.outforourchildren.org.uk/resources/>*
- Stonewall Different Families, Same Love posters
<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>*

* FPA referral does not mean external resources and links are approved by the PSHE Association.