
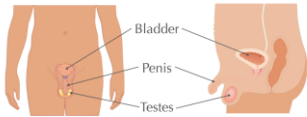
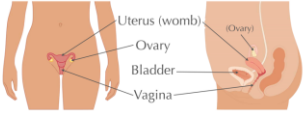

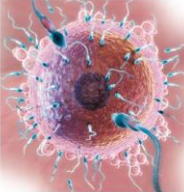




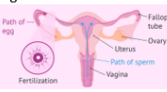

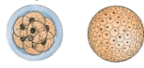



<p><b>Learning Objective:</b> To understand how babies are made and the responsibilities involved in having a baby</p>		<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To identify parts of the male and female reproductive system</li> <li>To understand the process of reproduction in humans</li> <li>To describe a safe and loving relationship</li> <li>To understand the needs of a baby and how to look after them</li> <li>To understand that there are different ways of creating a family unit</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Adoption Conception <b>Consent</b> Egg Embryo Fertilisation Fostering Intercourse IVF Ovary Platonic Reproduction Reproductive organs Reproductive system Surrogacy Testes Uterus</p>		<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Show an interest in the progress of an enquiry</li> <li>Show that they have extended their thinking beyond the PSHE session</li> <li>Evaluate a range of reasoned conclusions</li> <li>Identify assumptions and evaluate their impact</li> <li>Summarise the progress of an enquiry</li> <li>Suggest ways in which an enquiry might move to make progress</li> <li>Suggest and explain new and novel ideas that build on the ideas of others</li> </ul>	
Suggested Lessons	Aims of Sessions:	Content:	
	<p><b>Recap of prior learning:</b></p>		
1	<ul style="list-style-type: none"> <li>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*</li> <li>Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings</li> <li>How to recognise and ask for help or advice if puberty worries me.</li> </ul>	<p>L.O. To recap learning around puberty To identify parts of the male and female reproductive system</p> <p>Skills focus: Summarise the progress of an enquiry</p> <p><b>Teachers to watch all videos in this unit before showing to children to ensure they are appropriate for their cohort.</b></p> <p>Ask children questions about puberty in a short quiz-</p> <p style="text-align: center;"><b>Puberty quiz</b></p> <ol style="list-style-type: none"> <li>What is puberty?</li> <li>What are physical changes for boys?</li> <li>What are physical changes for girls?</li> <li>What are physical changes for all young people?</li> <li>What possible emotional changes might there be?</li> </ol> <p> <b>Discuss these questions with your group and produce a short summary of puberty to present to the class. You have 5 minutes!</b></p> <p>Explain that we are going to be studying the reproductive system and how babies are conceived and born.</p> <p>On whiteboards, children to write down any questions, words they have heard but are unsure about, concerns about this topic. Share these in circle time to relieve any worries and address misconceptions.</p>	

		<p>Show children the two images of the male and female reproductive system and explain their main functions-</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Male reproductive organs</b></p>  <p>In males, the penis performs two main functions: to pass urine from the bladder out of the body and to pass sperm from the testes into the female reproductive organs</p> </div> <div style="text-align: center;"> <p><b>Female reproductive organs</b></p>  <p>Egg cells from the ovaries travel to the uterus where, if they have combined with a sperm cell, an embryo starts to grow.</p> </div> </div> <p>In pairs, children to take it in turns to explain to each other the functions of the male and female reproductive organs.</p> <p>Discuss any questions or worries at the end of the session</p>
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<p>2</p>	<ul style="list-style-type: none"> <li>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*</li> <li>Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings</li> <li>How to recognise and ask for help or advice if puberty worries me.</li> </ul>	<p>L.O. To understand the process of reproduction in humans</p> <p>Skills Focus: Show an interest in the progress of an enquiry</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zpmqxn">https://www.bbc.co.uk/bitesize/clips/zpmqxn</a>  <a href="https://www.youtube.com/watch?v=SK72lu8TbF4">https://www.youtube.com/watch?v=SK72lu8TbF4</a></p> <p>Watch one of the above clips to introduce the topic of sexual intercourse and reproduction. Use the information in the following slides to explain the process-</p> <p>We go through puberty in order to prepare our bodies for having a baby when we are older and when we are ready...</p> <p>Today we are going to learn about how a baby is made.</p>  <p>When a man and woman love each other, they might make the important decision to try to have a baby together.</p> <p>To create a new life, the male and female reproductive organs come together. This is called <b>sexual intercourse</b>.</p> <p>During sexual intercourse, a man and a woman lie very close together.</p> <p>The man puts his penis inside the woman's vagina. This allows sperm to travel into the female reproductive organs.</p> <p>Sometimes, a sperm cell and an egg cell combine to make a fertilised egg cell. A new life begins!</p>  <p>Inside the uterus, the fertilised egg cell starts to divide, and divide again, growing bigger and bigger. This bundle of cells is called an embryo.</p>  <p>After around 9 weeks, the embryo has grown to around 3 or 4 centimetres. It has recognisable features, and is now called a foetus.</p> 
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- Give children the following information (cut up and jumbled) to put in the correct order- work in trios.

<p>A man and woman who love each other decide they are going to try to have a baby together</p> 	<p>The man and the woman have sexual intercourse. This is when the man puts his penis inside the woman's vagina</p> 
<p>The sperm can then travel up to the woman's reproductive organs</p> 	<p>Sometimes a sperm cell and an egg cell combine to make a fertilised egg cell</p> 
<p>The fertilised egg cell divides and divides again to create an embryo</p> 	<p>After around 9 weeks, the embryo has grown to around 3 or 4 centimetres. It has recognisable features, and is now called a foetus</p> 

- Take on the role of a doctor. Explain the process to your patients who are a couple who would like to try to have a baby.

3

- To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private\*
- Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings
- How to recognise and ask for help or advice if puberty worries me.

L.O. To describe a safe and loving relationship

Skills Focus:

Suggest ways in which an enquiry might move to make progress

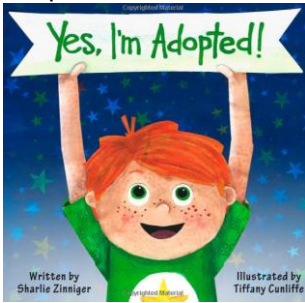
Now that we know the process of reproduction, it's important to think about what kind of relationship you need to be in, before making the decision to have a baby. Legally, you are not allowed to have sex before the age of 16 and both people have to **consent** and be happy with the decision. (\* Ensure they understand the meaning of consent). That doesn't mean to say that when you turn 16, you will be ready to have a baby- everyone is different and this decision will be life changing.

Ask children what their ideas are about what a loving relationship looks like and how do they know if they are ready to have a baby.

Children to write ideas of being in a loving relationship on the template-



- Discuss any questions or worries at the end of the session

<p>4</p>	<ul style="list-style-type: none"> <li>About the relationship between rights and responsibilities</li> <li>How to show care and concern for both people and animals</li> </ul>	<p>L.O. To understand the needs of a baby and how to look after them</p> <p>Skills Focus: Identify assumptions and evaluate their impact</p> <p><b>If there is a member of staff who is on maternity leave, ask them to come and answer questions about how to take care of a baby.</b></p> <p>Does anyone have a younger sibling? Can you remember anything about how they were looked after as a baby? What is important to consider when looking after a baby? What does a baby need? What do they want?</p> <p>Discuss physical things that babies need as well as emotional love and support i.e. patience, time, food, shelter, nappies, love, comfort etc. Find a clip on YouTube to show how babies are looked after</p> <p>Give children a boiled egg to take home for the night or have it during the whole school day. Explain that they have to keep the egg with them at all times to ensure they are safe. Discuss next lesson.</p>
<p>5</p>	<ul style="list-style-type: none"> <li>About the relationship between rights and responsibilities</li> <li>How to show care and concern for both people and animals</li> </ul>	<p>L.O. To understand that there are different ways of creating a family unit</p> <p>Skills Focus: Show that they have extended their thinking beyond the PSHE session</p> <p>How did the egg experience go? What was challenging? Did you ever forget about it? Were you ever worried that it might crack? Have a discussion around the challenges and relate these to having a real baby.</p> <p>Read a book that introduces a different way of having a baby- i.e. adoption-</p>  <p>Discuss other ways that people can create families if they are unable to conceive or if they are a gay couple or if they choose not to have a baby naturally. Including adoption, fostering, IVF, surrogacy etc.</p> <p>Refer back to when we talked about what makes a loving family- which qualities are most important?</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>How puberty relates to growing from childhood to adulthood</li> <li>About the reproductive organs and process - how babies are conceived and born and how they need to be cared for*</li> <li>How growing up and becoming more independent comes with increased opportunities and responsibilities</li> </ul>

**Resources:**

<https://www.bbc.co.uk/bitesize/clips/zpmqxn>

<https://www.youtube.com/watch?v=SK72lu8TbF4>

Slides as included in plan

Ordering activity for lesson 2

Text for lesson 5