Year 6

Lesson 3 Families, Conception & Pregnancy

Learning Intention
To consider different ways people might start a family

Learning Outcomes
Describe the decisions that have to be made before having children
Know some basic facts about conception and pregnancy

Resources
Couple pictures
How does a baby start? cards (one set per group)
How does a baby start? whiteboard summary
Pupil Questions from previous lesson - typed

Activities

1. Group Agreement and re-cap
In a circle, remind the class of the ground rules for this lesson. Ask the children what they remember about relationships and reproduction from the last lesson.

2. Learning Outcome
Refer to the learning outcomes on the whiteboard and discuss what they mean. Check that the children understand the meaning of the words conception and pregnancy.

3. Relationship Timeline
Split the class into small groups of three or four giving each group one of the Couple pictures, ensuring that the pictures used depict a diverse range of couples. Explain that each group is going to create a timeline on their table using masking tape, marking the left hand end **Met someone special** and the right hand end **Decide to start a family**. On post-its they should note down the different stages in a relationship that could lead to starting a family and perhaps having a baby or children. Encourage the groups to think about the important decisions each couple might have made and the discussions they might have had. Mention that for some couples marriage is important because it demonstrates formally and legally their committment to each other.

As a whole class, share ideas and record these on the board as a sequence or timeline. Ask pupils to suggest the period of time covered by the timeline – i.e. how long would such a relationship take to develop before the couple would be ready to start a family? Acknowledge diversity and difference in adult relationships by accepting a range of ideas; consider that some people might have a baby on their own – what would their timeline look like? What would they need? Emphasise that different timelines and sequences will be appropriate for different people. Do all families have children? Are babies easy to care for?

4. What is Sex? Optional film
Always check that films are suitable for your students/school. This lesson is designed to work either with or without the film. Check the film content matches the Sex Education outcomes set out in your school's RSE policy. Groups may have included 'have sex' as one of the stages on their timeline. Show the BBC Teach film, ***Sex – What's it all about?*** https://www.bbc.com/teach/class-clips-video/rse-ks2-sex-what-its-all-about/zht8y9q
Suggested discussion questions: Why might an adult couple choose to have sex? Why is trust and communication so important? What is the age of consent? Why do you think the age of consent is set at 16 years old? Why might couples use protection such as condoms?

5. How Does a Baby Start? Sequencing Activity
To introduce this activity, explore briefly how the class might feel about looking at the drawings of bodies and sexual intercourse and discuss strategies to help them manage their feelings during the activity. In small groups,

give out the How does a baby start? cards; one set per group. Ask the groups to sequence the cards in the correct order to show they have understood the conception process. As a whole group discuss and sequence the pictures using the How does a baby start? whiteboard summary. Ensure pupils understand the words on each slide and check their understanding with the following questions:

- What does 'touching each other in sexual ways' mean? Only an adult couple in a relationship should touch each other's private parts in this way.
- Why do you think sexual intercourse 'should feel nice'? Ensure pupils understand the meaning of the word 'consent'. An adult couple should agree/consent to have sexual intercourse and it should not be painful for either of them.
- Where does the sperm meet the egg?
- What is the scientific word for when the sperm gets into the egg?
- What happens to the fertilized egg as it travels down towards the womb?
- For how long does the baby usually grow in the womb?

Ask the class if sexual intercourse is the only way to become pregnant or to have a family. Discuss other options, such as IVF, sperm donors, fostering and adoption.

6. Pupil Questions
Ensure that the pupil questions written in the previous lesson have been typed onto separate slips of paper. Give each pair of pupils a typed question and ask them to take a couple of minutes to discuss with their partner what the answer might be. Ask each pair to read out their question in turn and share any answer they have come up with; correct any misunderstandings. There may be some questions that you need to answer yourself rather than asking the children. If you decide not to answer certain questions explain that some questions referred to topics that are not part of this group of lessons or have already been covered elsewhere.

7. Closing Round/Review
Discuss in pairs and/or finish with a closing round: *One thing I've learnt about having a baby is...*

Additional Activities

Pregnancy Go-round
In pairs, ask the children to complete the sentence: *One thing I know about pregnancy is…* follow with a go-round. Discuss the ideas raised in the go-round and clear up any misunderstandings.

Conception and Pregnancy Quiz
In pairs, complete the Conception and Pregnancy quiz. With the whole class, answer the questions using coloured cards for agree, disagree, don't know. Use the Reproduction System slides and the Conception and Pregnancy Quiz answers to support the discussion.

Conception and Pregnancy Statements
In small groups, ask the children to sort the five Conception and Pregnancy statements into true / false / don't know. As a whole class, answer the questions. Use the Reproduction System slides to support the answers. Show the class the spaghetti and poppy seeds, which represent the approximate size of the fallopian tubes and the female egg.

Amaze Video – Pregnancy and reproduction explained
This film shows various ways to start a family and could be shown after the sequencing activity. Always check links and videos before sharing with your class. https://www.youtube.com/watch?time_continue=147&v=OejdOS4IqeE