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Preparing to teach relationships and sex education

CREATING A SAFE LEARNING ENVIRONMENT

Time should be set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback. As well as encouraging more open discussion, it helps to ensure that teachers are prepared to deal with unexpected disclosures or inappropriate comments should they occur.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion (see the Ground Rules section below)
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (see the 'Ask-it Basket' section below)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely—helping every pupil to feel valued and included in the classroom. It is good practice for these sessions to be taught in mixed-sex classes, and all pupils should learn about the changes of puberty in both males and females—recognising in an age-appropriate way that sex and gender are not binary.

As with any other lessons, positive behaviour management strategies should be employed throughout, however it may be useful to discuss how pupils might feel during the lessons before you start. Identify that these feelings might include embarrassment, or they may want to laugh. Explain that these feelings are normal and talk about strategies they can use to manage them.

GROUND RULES

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other pupils (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

Examples of ground rules include:

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

These lessons have been adapted and confirmed by our staff to suit the needs of our children using the PSHE Association approved scheme from A Better Medway.



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ASK-IT BASKET

An 'Ask-it Basket' question box or bag encourages pupils to ask questions with anonymity and without embarrassment. Introduce the Ask-it Basket either whilst creating the ground rules or at the beginning of each lesson. It should be accessible both during and after every lesson. The purpose of the Ask-it Basket should be explained to pupils:

- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or they can put their name on their question so the teacher can follow it up with them individually.
- Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others.
- Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

Tip: To ensure that pupils do not feel self-conscious about being seen to be asking a question, give each pupil a piece of paper and ask them to write down what they had for breakfast or lunch, and then add any questions they have. This means that everyone is writing at the same time. You could set some time aside at the end of each session to do this.

USEFUL WEBSITES

- www.childline.org.uk
- www.nspcc.org.uk
- www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx
- www.kidshealth.org/kid/
- www.bbc.co.uk/education/topics/z3xxsbk
- www.thinkuknow.co.uk/

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Year 6

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see powerpoint notes for all slides

These plans have been designed to support class teachers/parents in delivering relationships and sex education (RSE), as part of the PSHE education curriculum, at key stages one and two.

From September 2019 relationships education will be statutory in all schools at key stages 1 and 2. Education about relationships is covered through many aspects of the primary PSHE curriculum (and will go beyond the contents of these lesson plans). Schools should ensure their PSHE education programme therefore includes all elements of the new statutory guidance for relationships education, which will be published for consultation in Summer 2018.

These lessons contribute to the curriculum for PSHE education, as set out in the PSHE Association Programme of Study for PSHE education. Signposted by the Department for Education, the PSHE Association's Programme of Study outlines learning opportunities in three core themes: Health & Wellbeing, Relationships, and Living in the Wider World. For a detailed overview of how these lessons link to the Programme of Study, see Appendix 2.



Lesson 1

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Ground rules for RSE lessons

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This lesson has been designed to consolidate pupils' previous learning about puberty. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to recap key vocabulary used in later lessons.

INTENDED LEARNING OUTCOMES:

describe the physical and emotional changes that occur during puberty and how to manage these

- identify myths and facts about puberty, and what is important for a young person to know
- demonstrate how to begin conversations (or ask questions) about puberty with people that can help us



Ask it basket'

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- Anyone can use it to post a question, at any time and as many times as they want.
- Questions can be anonymous, or you can put your name on your question so I can follow it up with you individually.
- Only I will see the questions, unless I feel that what has been said needs to be shared with someone else for your safety – this is true for this whole session.
- Questions raised will be dealt with at the end of this session or in the following lesson.



Lesson 1

Lesson Outcomes

- describe the physical and emotional changes that occur during puberty and how to manage these
- identify myths and facts about puberty, and what is important for a young person to know
- demonstrate how to begin conversations (or ask questions) about puberty with people that can help us



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What are the names for the different parts of the human body which change as we get older?

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Fact or Myth?

1. Everybody starts puberty at the same time, around the age of eight
2. Pubic hair grows during puberty
3. People's body shape changes when they grow through puberty
4. All girls get tummy ache when they get their period
5. It is normal to have mood swings or to feel different strong emotions during puberty
6. The size of a person's breasts or penis is determined at puberty
7. Puberty causes people to sweat more
8. Boys' voices get deeper at puberty
9. Squeezing spots will help them to go away
10. Sanitary towels are the only product available for girls and women to use during their period
11. Puberty is a natural part of growing up and the human life cycle

You will have these as cards... discuss in your groups and sort them into 3 piles – fact, myth, maybe



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1. Everybody starts puberty at the same time, around the age of eight

MYTH - Young people begin puberty at different ages, but usually between the ages 8-13.

2. Pubic hair grows during puberty

FACT - Pubic hair (hair that grows around the pelvic area, vagina and penis) grows at puberty.

3. People's body shape changes when they grow through puberty

FACT - Young people will notice the shape of their body does change at puberty, for example hips might grow wider or shoulders broader.

4. All girls get tummy ache when they get their period

MYTH - Some girls might experience a dull ache or pain in their tummy or lower back when they have their period and some may experience strong pains, but this may not happen to 'all' girls.

5. It is normal to have mood swings or to feel different strong emotions during puberty

FACT - Due to hormonal changes in the body at puberty, emotions are likely to be heightened and may feel stronger than usual.

6. The size of a person's breasts or penis is determined at puberty

MYTH - The size of a person's breasts or penis, or any other parts of their body, changes over time. At puberty, young people are still growing so it is not possible to know how their body will look as an adult.



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7. Puberty causes people to sweat more

FACT – Due to hormonal changes in the body, young people experiencing puberty are likely to sweat more. It is especially important to follow hygiene routines at this time to prevent smells or germs spreading.

8. Boys' voices get deeper at puberty

FACT – As boys grow up, their voice box (larynx) gets bigger and this makes their voice grow deeper. While this is happening, the muscles change which can cause the voice to break into a squeak sometimes.

9. Squeezing spots will help them to go away

MYTH – MAYBE Most young people will experience some spots at puberty, due to skin producing more sebum at puberty. It is usually said that squeezing spots will not make them go away, in fact, doing this can spread bacteria and make spots worse! The best thing to do is to keep skin clean but remember that having spots is not due to poor hygiene.

10. Sanitary towels are the only product available for girls and women to use during their period

MYTH – Other products are available, including tampons and re-useable products such as moon-cups or sea sponges. It is up to the woman or girl; some choose not to use certain products through personal preference or other reasons such as their cultural background.

10. Puberty is a natural part of growing up and the human life cycle

FACT – Puberty is one part of the human cycle of life.



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Imagine a character, Jamie. Jamie is a pupil, much like you, who is a similar age to you and who goes to a school like yours. Jamie is thinking about puberty; changes they are experiencing now and things they might experience in the future.

Look at these statements and decide which of these are important things to be thinking about now, which will be important in the future and which will never be important – you don't need to know!





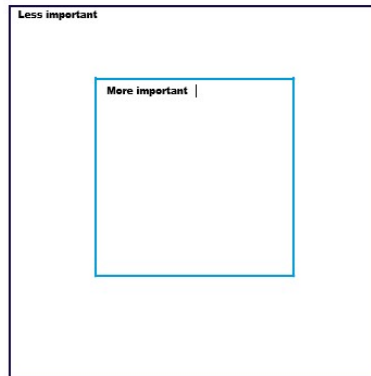
Now put the statements onto the diagram.

Can you think of any others that we could also add?

Groups
2/3

Puberty zone of relevance

Not important



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It is really important to be able to talk to people about these things. For some people, that can be quite tricky. Can you come up with some sentence starters or ideas for a young person to start a conversation about puberty with their friend, parent or teacher. Discuss when would be a good time and how they might go about doing this.

If a person wanted to talk to their friend, parent or teacher about puberty, what could they say or do?

You might want to use some of the examples from the zone of relevance activity to help you to structure your conversation starter. For example: Mum, I've been wanting to talk to you about getting a bra, can you help me choose which one would be best for me?



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Reflect on your learning from the lesson and write me a post-it note.
You can discuss this with each other if you like.

The following sentence starters might be helpful to structure your thinking:

- Something I didn't realise before this lesson was...
- Something I knew but had forgotten is...
- Something that I would like to know more about is...



Reflect on your learning from the lesson and write me a post-it note. You can discuss this with each other if you like.

The following sentence starters might be helpful to structure your thinking:

- Something I didn't realise before this lesson was...
- Something I knew but had forgotten is...
- Something that I would like to know more about is...



Lesson 2

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Lesson Outcomes

- describe some changes that happen as we grow up
- identify the range of feelings associated with change, transition to secondary school and becoming more independent
- describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that might accompany thi



Refresh ground rules

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'Ask it basket' is available in all RSE lessons. Let's go through last lessons first.

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Game- guess the change!

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Get into two equal lines, A and B—stand facing a partner from the opposite line. Pupils in line A are going to change one thing about their appearance and your partner in line B has to guess what change has been made.

Study your partner; this may help you to identify the changes that are made. Some possible changes could be:

- untying a shoe lace
- removing a hair band
- changing the look of a tie
- rolling down a sock

Pupils in line B must turn around so that you cannot see the change being made. You only have 15 seconds to guess the change to your partner

Pupils in line B you are now going to make the changes for line A to guess.



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Around the room you will see the headings: baby, child, teenager, adult, older person.

Walk around and add your ideas about what someone of that age might like to do, as well as roles or responsibilities they might have; what they might achieve (or aspire to achieve). Take turns to jot down your ideas on the flipchart paper.

Different things change as we grow up—not just our physical bodies and our age, but also roles and responsibilities; what we can and cannot do; what we might achieve or aspire to achieve.



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Look at the greetings cards that highlight significant events and changes that may happen in someone's life.

Discuss how people might feel about these different changes.
Write notes with your partner on the sheet about what you think.

Share and I will record responses on the flipchart. (examples on next slide)



Greeting Cards

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getting a job

Passing exams

passing driving test

new baby/ having a child

going on holiday

moving house

leaving home

retirement

new school

Funeral

baptism or confirmation

wedding

1st birthday

wedding anniversary

18th birthday

How might
people feel
about these
different
changes?

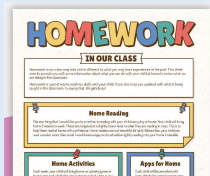


Discuss with your partner and then we will feedback.

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This bag belongs to a pupil (Sami), who is about 11 years old and just starting secondary school. I am going to show you one item at a time the contents of their bag.



- What change does the object signify?
- What might Sami be feeling about the change? What might Sami be excited or worried/concerned about?
- What could Sami do about this?
- Are there new responsibilities that come with this change, and if so, what?
- What strategies will help Sami manage this change?



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Make a simple timeline for yourselves.

First, think about when you were a baby/toddler/younger child as well as your age/life now, identify a positive change that happened— something you have achieved or something you are proud of and would like to celebrate.

Then, think about being a teenager or adult and identify something that might happen—something you would like to achieve or aspire to.



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To finish off...

Complete the following sentence: **Something I feel about change is...**

Now answer...

What does it mean to become independent.

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Lesson 3

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- identify different kinds of loving relationships
- describe the qualities that enable these relationships to flourish
- explain the expectations and responsibilities of being in a close relationship
- recognise how relationships may change or end and what can help people manage this

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. It also helps pupils to understand that relationships can change over time and explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change. The focus for this lesson is on pupils of a similar age (or secondary school age)



Create a mind map

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Positive, healthy
relationship

Heading stems could include: 'types of relationship', 'feelings', 'responsibilities' or 'important things'.

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Read the relationship story, and discuss how the people within it should behave to keep the relationship positive and healthy.

Discuss:

'How would they be around each other, or other people?'

'How would they speak to each other?'

'What sorts of things would they do together?'

'What rules might there be in the relationship?'

Discuss how sometimes things happen that may cause a relationship to change. Discuss what might cause this, for example: someone moving away, or someone deciding they don't want to be a part of the relationship anymore.



Part 1

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Best friends

Li and Ari are in Year 7. They have been best friends since primary school.

Going out

Jesse and Ashley from Year 8 have recently started going out together.

The team

Rai's under 13s basketball team train twice a week on Wednesdays and Fridays after school. They are a really good team and recently won a tournament cup.



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Sometimes things happen that may cause a relationship to change.

What might cause this?

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for example: someone moving away, or someone deciding they don't want to be a part of the relationship anymore



Relationship stories part two

Resource H: Relationships stories - Part 2 by giving the groups the correlating second part of the story.

Read part 2 of the story and discuss: How are the characters feeling? How can they each best manage the change that is happening? What might happen in the future?

Whilst this lesson does not explicitly address separation and divorce, if pupils raise these in the discussion, it may be useful to reflect with the class that adult relationships can also go through times of change. Explain that some changes are joyful or happy occasions, and others might be sad or confusing—both for the

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10-20 MINS

10-15 MINS

adults involved, and for the people around them. Remind pupils that people can ask for help and advice, and signpost them to whom they can talk to (at home, in school and online) if they have concerns



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Feedback.

Discuss how the people involved still have a responsibility to keep the relationship as positive as possible, in spite of the change. Stress that changes in relationships—although difficult at the time—usually feel better in the future.



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To finish, complete the sentence:

A loving relationship needs...

Can our mind map from the start of the lesson be edited now we have completed this lesson?



Lesson 4

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We are learning:

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

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



Concept conversation

Read the conversation so far and add your ideas to the conversation.

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 grow.

Is it okay for people not to be aware of how babies are made?

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

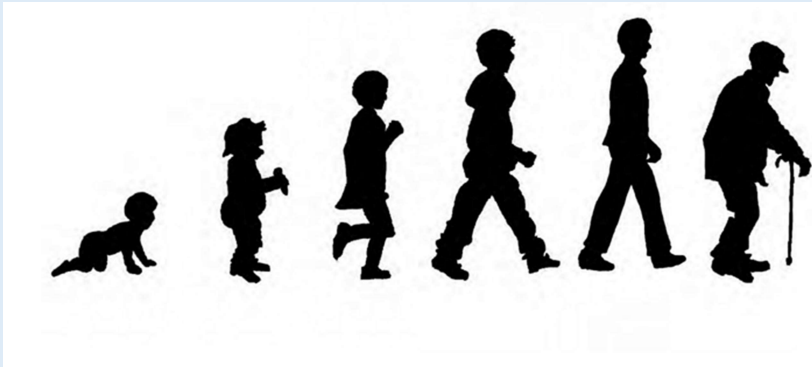


Human Life Cycle

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Today's lesson will focus on adult relationships. We will be focussing from young adult to middle-age.



Definition of 'adult'

An adult is someone who has fully grown or developed. The age range that someone is considered an adult varies in different countries and cultures, but in the UK, an 'adult' is generally thought of as aged 18 and over. Middle-age is generally thought of as the period after early adulthood and before old age. Again this will differ, but could be thought of as about 45-65.



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How do people that are part of a loving couple show their commitment, care and love for each other?

Share ideas on the board.

Post-it notes.

There are lots of ways people express love and show they care deeply for another person. Some ways may be very personal and private between the couple, and others may be more public.

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.

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.



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What does 'consent' mean?

What is meant by 'consenting' or 'consent'?

Both adults should agree and feel comfortable and happy about what is happening.

This does not just relate to sexual intercourse—the same applies to everything (touching someone, holding hands, cuddling and kissing).

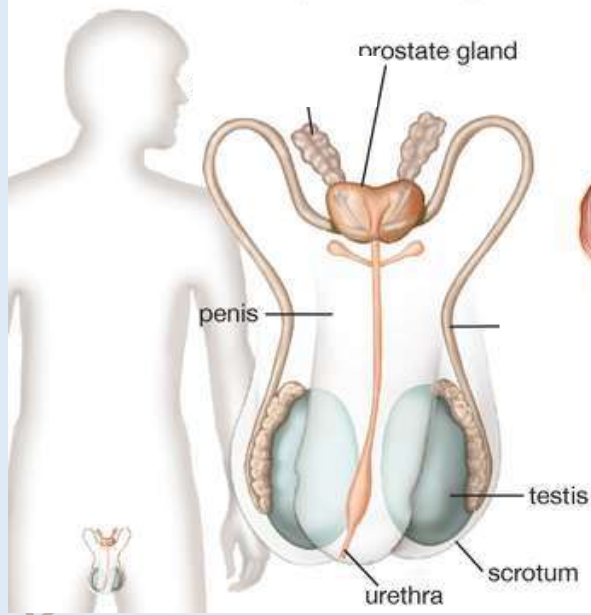
Being pressurised or persuaded to agree to something is not consenting, making or persuading someone to do something sexual that they're not happy or comfortable to do is wrong and against the law.

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.

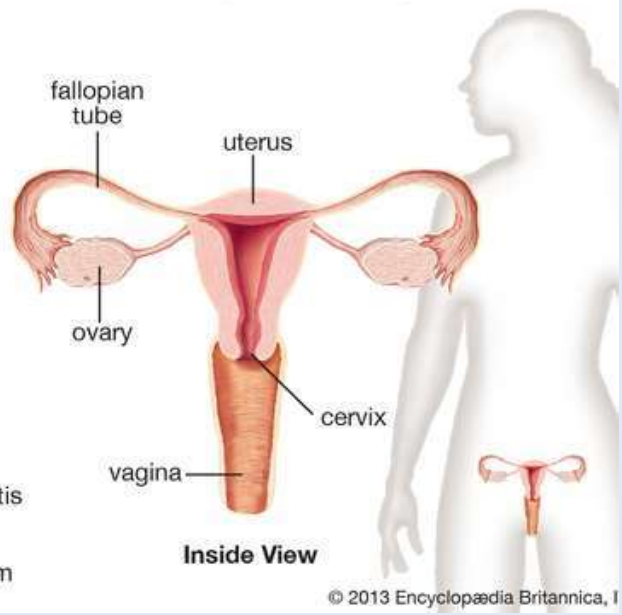
You may choose at this point, to mention that there are other ways—such as IVF, assisted conception or surrogacy—that can be used by opposite or same sex couples, although this is raised later in the quiz activity and can be further explored then.

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

Male Reproductive System



Female Reproductive System





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How a baby is made

Put the cards from **Resource J: How a baby is made** sequencing cards in order to explain how you think a baby is made when a man and woman have sexual intercourse.

Afterwards, we will go through the sequence cards as a class.

Following this activity, write your questions (or what you had for breakfast) and place this into the ask-it-basket.



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.

The man's penis enters the woman's vagina.

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

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

Sometimes when a man and woman are kissing and cuddling, the man's penis becomes hard. The couple may decide they want to have sexual intercourse.

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

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 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.

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Pregnancy

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

Look at the cards and decide whether these are true/false or it depends.

Afterwards, we will go through each as a whole class, discussing your responses.

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True or false cards

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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.



Answers

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

TRUE / IT DEPENDS - Most babies are born after 40 weeks (approximately nine months) of growing in their mother's uterus. However, sometimes a baby is born earlier than this. This can happen naturally, or it might be because there is a problem—and to keep the baby and mother healthy—the baby has to be born prematurely. Sometimes these babies are called 'premature' babies, and need extra special care in a hospital before they can come home. And sometimes babies are born a few days after the 40 weeks.

Women feel sick when they are pregnant

IT DEPENDS - Some women can feel sick if they are pregnant. This might happen during the first few weeks or months of a woman's pregnancy especially. Not all women will feel sick during their pregnancy.

Babies are born through their mother's vagina

IT DEPENDS - When a baby is ready to be born, their head is usually pointing downwards ready to be born through the mother's vagina. Some babies are born through 'caesarean section' (also known as 'a caesarean, or a 'C-section'), meaning the mother has an operation to make a small opening in her tummy so the baby can be lifted out of her uterus (womb). This can depend on how easily the baby is being born, and if there are any problems. Sometimes midwives and doctors will suggest that it might be difficult for the baby to be born through the vagina.

Twins are made when two sperm find two eggs

TRUE - If two sperm find two eggs, then two babies grow next to each other—twins! These twins (known as fraternal twins) can be the same sex or one male, one female and may not look alike.



Twins are made when a cell divides and grows into two separate babies

TRUE - If the first cell divides and grows into two separate babies, they are called 'identical' twins and look almost the same. These twins are always the same sex.

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Only females give birth to babies

TRUE - Female bodies contain the body parts that can give birth to babies (ovaries, uterus or womb, fallopian tubes and vagina). Humans are mammals, so the female carries the baby until birth.

Sexual intercourse is the only way a baby can be made

FALSE - All babies are made when a (male) sperm meets and enters a (female) ovum. Sometimes this process is done in a science lab—where the sperm and ovum are put together by a scientist. Once the egg is fertilised, it can be put into the mother's uterus (womb) to grow: this is known as IVF (In vitro fertilisation). There are lots of different reasons why this might happen, including: if a couple want to get pregnant but are finding it difficult; if a woman decides to have a baby on her own; or if a same-sex couple wishes to have a baby. For same sex couples, donor sperm (in the case of a female couple), or a donor egg and surrogate (woman who carries a baby in her uterus for another person) can be used

A couple can prevent a baby being made during sexual intercourse

TRUE - Couples can choose whether they want to try to have a baby. A man and a woman can stop a baby from being made during sexual intercourse by using contraception. One way of doing this is if a couple use a condom (a special plastic covering) over the man's penis to trap the semen and prevent the sperm entering the woman's body. There are different types of contraception. If they're used correctly, they nearly always stop a baby from being made, although it isn't 100% certain.

Not everyone has a baby

TRUE - Some adults who want to have a baby are not able to – there are lots of different reasons for this. They might decide to try IVF (In vitro fertilisation - where the sperm and ovum are put together by a scientist. Once the egg is fertilised it can be put into the mother's womb to grow.) Or, they might choose to adopt a baby - this is when a baby goes to live with a parent/parents who are not their biological parent/parents. Some adults choose not to have a baby at all.



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Having a baby

Before deciding to have a baby, a person or couple will have lots to think about. What might someone be thinking before they decide to try for a baby?

Post-it notes

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.



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Concept conversation

With what you know, can you purple pen your concept cartoons?

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 grow.

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

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