

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.
- This lesson is quite a lot of information sharing, but on a topic which pupils often find interesting. It could be supplemented by additional resources or discussion points or broken into two lessons if 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. If you have knowledge of children conceived through assisted fertility speak with families about how best to approach this. Be aware that pupils may disclose this during this lesson and have a positive affirming response ready.
- Read Teacher helpsheet M: Assisted fertility 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

- Any questions from the question box from the previous lesson, typed up.
- Interactive whiteboard resource: Assisted fertility.
- Interactive whiteboard resource: Multiple births.



Aim of lesson

- To learn and understand how babies are made.
- To learn about multiple births.



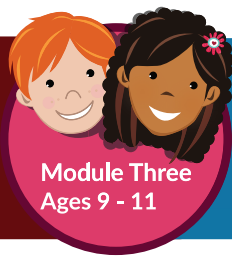
Learning outcomes

- I know can explain that some people have help to become pregnant.
- I can explain why some people need assistance to make a baby.
- I can explain describe the difference between identical and non-identical twins.



Key questions

- Why do people have babies?
- How do people have babies?
- Why do some people need help to have a baby?
- Why do some people have more than one baby?



Differentiation

- Some 1:1, pre or post teaching may be needed. The additional resources will support this.



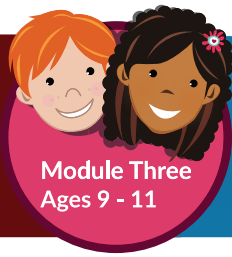
Introduction to lesson and baseline assessment

1. Remind/revisit class *ground rules* and particularly the one about not sharing information about ourselves unless it is safe to do so.
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. Just like our families being different the ways babies are made can be different. Respond to the questions from the question box in the previous lesson or give out the questions for groups of pupils to have a go at answering.
3. Ask pupils to think back to the last lesson and if they know of any other way babies are made apart from sexual intercourse. Think – pair – share. Pupils may not know any other ways and if this is the case, move onto 4.



Activities

4. Open the assisted fertility animation on the screen. Recap the information from the sexual intercourse (vaginal sex) lesson about how a sperm fertilises an egg.
5. Explain that although most babies are conceived through sexual intercourse (vaginal sex), not all are and there are a range of reasons why some people find it difficult to have babies this way. Some will go to the doctor to help them have a baby. See page 1 Teacher helpsheet M: Assisted fertility, click through the pictures that show the stages which are gone through when someone has assisted fertility treatment.
6. Tell pupils that there are other ways of having a family which do not involve genetics, such as surrogacy, fostering, adoption. Discuss why there are different ways of bringing babies into families and include reference to families with same sex parents. Ask if there are any questions or encourage the use of the question box.
7. Open the multiple births animation on the screen. Advise that assisted fertility may be more likely to result in multiple births; this can also be more common if there is a family history of twins or triplets. Show the pictures of Tom and his mum seeing a friend of theirs, Marie who is having twins. Tom asks his mum how twins happen. Click through the screens which will contain information about how identical twins are made and how non-identical twins are made.
8. Ask the children what the differences might be between being a twin or triplet or not being a twin or triplet. What would it be like to be a sextuplet?



Plenary and assessment

- Return to the paired baseline sheet from last lesson and in another colour pen update with any new information from today's lesson.
- End with a round of *1 thing* I have learned in today's lesson and an invitation to write a further question for the question box.



Embedding learning

- Create a cartoon/story board about one of the ways babies are made. This could be done in groups with each group having a different method.



Additional resources to support learning

- Various story books about different families are available.