

Growing Up: Human Reproduction

<p>Aim: To learn about human reproduction.</p> <p>I can describe the process of human reproduction, from conception to birth.</p>	<p>The Big Questions: How is a baby conceived? What is contraception? How does a baby grow? How is it born?</p>	<p>Resources: Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can use the appropriate scientific vocabulary when talking about human reproduction. I can explain what contraception is. I can describe how a baby grows inside the womb. I can explain how a baby is born.</p>	<p>Key/New Words: Conceived, conception, reproduction, sexual intercourse, contraception, birth, sperm, egg, penis, testicles, vagina, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section).</p>	<p>Preparation: Access to the video - A Short Video from Conception to Birth</p> <p>Comic Strip Activity Sheet - one per child</p> <p>Images and Vocabulary Sheet - one per child</p> <p>Illustrated Glossary - as required</p> <p>Question Box</p>











Prior Learning

It would be useful if the children have already learnt about the human reproductive body parts and understand the terminology associated with human reproduction.

Special Considerations







Be mindful of any children in the class who do not live with their birth parents. Those that are being fostered or who have been adopted might be sensitive to the topic of birth.

Learning Sequence

	<p>Reconnecting: Human Reproduction: Share the Big Questions using the Lesson Presentation, giving the children time to consider them quietly. Next, show the children the incomplete statements and ask them to work in pairs, to complete the statements, using the appropriate scientific vocabulary where possible. Share the children's completed statements and use the information to assess the children's existing knowledge on the subject of human reproduction.</p>	
	<p>Exploring: From Conception to Birth: Introduce the terms conception and birth and read through some important facts about conception and contraception. Explain to the children that they will be finding out more about the journey from conception to birth. Show the class the video. Discuss the development of the egg into an embryo, then into a foetus, witnessed in the video and the subsequent growth of the foetus, right through until the time of the birth of the baby. Answer relevant questions the children have, following the video, as honestly and factually as possible. Children learn the key terms zygote, embryo and foetus.</p>	
	<p>Exploring: What a Foetus Needs: Explain that the mother's body is biologically prepared to provide everything the foetus needs while it is in the uterus. Ask children to talk to their partner and try to think of three things a foetus might need in order for it to grow and develop healthily. Share the children's ideas, then bring up the suggestions on the Lesson Presentation slide, ensuring the children understand what each one is.</p>	
	<p>Exploring: What a Foetus Needs: Go on to explain the job of the placenta and the umbilical cord, as you work through the Lesson Presentation.</p>	
	<p>Exploring: How a Baby Is Born: Use the following slides in the Lesson Presentation to explain how the baby is born, both in a vaginal birth and a caesarean section. If children have relevant questions, you may wish to answer these in the context of the lesson, referring to information covered. However, if you would rather think about the questions and come back to answering them at a later date, provide the children with a question box and ask them to write their questions down. This may also be useful if there is not much time to take children's questions in this session.</p>	

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This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p>Reflecting: What I Would Like to Know: This section encourages the children to reflect on the fact that they started out as just two cells. They are asked to think about how like other members of their family they are and to consider some questions they might like to ask their parents about themselves before and after they were born. No one has to share anything during this session; just reflect on the suggestions. Ensure you understand the children's backgrounds and whether any children in the class are adopted or looked after as this activity may not be suitable for these children.</p>	
	<p>Consolidating: The Journey from Conception to Birth: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Encourage the children to look carefully at the images, words and phrases provided on the Images and Vocabulary Activity Sheet and to use these to create comic strips, showing the journey from conception to birth. They can work in pairs to cut them out and stick them on their blank Comic Strip Activity Sheets, adding extra information as appropriate if they wish to.</p>	
	<p>Supporting: Children can refer to the Illustrated Glossary to remind them of the scientific terms used in the lesson.</p>	
	<p>Extending: Ask children to show their understanding of the conception to birth journey, by writing true and false statements about any of the stages they have learnt about.</p>	
	<p>Developing: Children could link this learning to reproduction in other animals and in plants. They could compare gestation periods in humans to other animals and make graphs from the data. They could also all work out which day of the week they were born on and create graphs to show the most popular day to be born on.</p> <p>Children may also go on to consider the role of a parent and the skills and qualities needed to care for another human being.</p>	

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

<p>Policies:</p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p>Procedures:</p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p>Ask:</p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a question box for children to submit questions anonymously if they prefer.</p>
<p>Respond:</p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p>Enable:</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

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