

Learning objective	Success criteria
<ul style="list-style-type: none"> To understand the stages of pregnancy and the different ways babies are born. 	<ul style="list-style-type: none"> I can order the different stages of pregnancy. I can describe how a foetus changes during pregnancy. I can recall different ways a baby can be born.

Before the lesson

This lesson includes the option to upload an image of the class's PSHE agreement to the *Presentation: PSHE agreement* (see Teacher knowledge).

Watch

Pupil video: Having a baby

Have ready

- Presentation: PSHE agreement* (optional — see Teacher knowledge).
- Presentation: Conception.*
- Presentation: Stages of pregnancy.*
- Presentation: How babies are born.*
- A raspberry, lemon, banana, corn on the cob, aubergine and pumpkin (support - see Adaptive teaching).
- Sugar paper (one per group - see Attention grabber).
- Scissors (two per group - see Attention grabber).
- Glue sticks (two per group - see Attention grabber).
- Small bits of paper (see Wrapping up).
- Wonder box (see Wrapping up).

Print

Print in advance of the lesson.

- Activity: Pregnancy images.
- Activity: Pregnancy facts (pre-cut).
- Activity: Pregnancy facts (pre-cut - B&W).

Teacher knowledge

Subject knowledge

- Use correct scientific terminology, such as embryo, foetus, womb and labour and model this language confidently. This helps normalise the topic and reduces embarrassment. Avoid slang, jokes or unnecessary detail.
- If pupils giggle or respond in a silly way, remain calm and remind them that it is normal to feel awkward or amused when learning about new topics. Reinforce that pregnancy and birth are natural parts of human life and should be discussed with respect.

Misconceptions

The children may think that:

- 'A baby starts growing as soon as people kiss, hug or hold hands' - pregnancy begins when a sperm and an egg join in a process called fertilisation. Physical affection, such as hugging or kissing, cannot cause pregnancy.
- 'Pregnancy happens automatically every time people have sex' - pregnancy only happens if sperm reaches an egg at the right time, and even then, fertilisation does not always lead to pregnancy.
- 'All babies are born at the hospital' - babies can be born in different places, such as hospitals or at home.

Lesson organisation

Uploading images to a presentation

This lesson has the option to upload an image of the class's PSHE agreement to the *Presentation: PSHE agreement*.

- Open Presentation mode.
- Prepare the lesson with the chosen resources.
- Select the cloud icon.
- Select the 'Upload image' button and choose the saved image.

The image will appear in the *Presentation: PSHE agreement* to display within the lesson.

Cautions

If you know a child has specific issues, consider discussing the lesson with them in advance and adapting it as needed. They might benefit from adult support. If problems emerge during the lesson, consult your Senior Leadership Team. It is the teacher's responsibility to check all resources and lesson content to ensure it is suitable for their class setting. Ensure this lesson is delivered in accordance with your school's RSE policy and that parents/carers have been informed as appropriate.

Sensitivities

- Some pupils may have family experiences of miscarriage, stillbirth, fertility difficulties or complicated births. References to pregnancy and birth may trigger sadness, anxiety or confusion. Be mindful of language that assumes all pregnancies result in a baby being born and avoid asking pupils to share personal family experiences.
- Some children may have experience of adoption, fostering, kinship care or the care system. Discussions about pregnancy and birth may raise questions or emotions. Avoid language that assumes all children live with their birth parents or that all families are formed in the same way.

SEND

- Some pupils may find discussions about pregnancy confusing or overwhelming, particularly where concepts are abstract or new vocabulary is introduced. Consider using clear, simplified language, visual supports, repetition and pre-teaching key terms such as embryo and foetus.

Cultural and religious beliefs

- Some children may come from cultural or religious backgrounds where talking openly about pregnancy and childbirth is considered private or taboo.
- Reassure pupils that the lesson is factual, respectful and part of learning about human development.
- Encourage pupils to talk with trusted adults at home if they wish to explore family beliefs alongside school learning.

Safeguarding

- If a pupil shows signs of distress during the lesson, respond calmly and discreetly. Offer a moment in a quiet space, time with a trusted adult or the option to step away from the activity without drawing attention.
- If a child makes a disclosure or anything causes concern during the lesson, follow your school's safeguarding policy and report concerns appropriately.

Vocabulary

- This lesson focuses on male and female genitals and reproductive organs. References to 'girls' and 'boys' refer to biological sex. It may be appropriate to alter the language to refer to female and male bodies to ensure the lesson is inclusive and appropriate for all children in the class.

Recap and recall

Optional: remind the children of the PSHE agreement created in [Introductory lesson: Setting rules for RSE & PSHE lessons](#) and recap the agreed rules. If needed, upload an image of the agreement to the *Presentation: PSHE agreement*.

Show the *Presentation: Conception* and hand out whiteboards and pens. Read aloud the steps on how to make a baby. Pair the children and ask them to order the statements. The children should only write down the letters in the correct order, not the full sentences.

Take feedback and click to reveal the correct order. Remind the children that adults who feel safe and comfortable may choose to have sex to make a baby and that sex does not always mean a woman will become pregnant. Sometimes a fertilised egg does not attach to the womb and sometimes the sperm may not reach or join with an egg.

Attention grabber

Play the *Pupil video: Having a baby*.

Pupil video: Having a baby

Hand out the *Activity: Pregnancy images*, sugar paper, scissors and glue sticks. Organise the children into groups of six and tell them that these images show the different stages of pregnancy.

Tell the children to cut, order and stick the pregnancy images by size onto the sugar paper.

Ask the following questions while the groups are working:

1. **How is the baby developing in each image?** (It is getting bigger; it has more features; it looks more like a baby when it is ready to be born.)
2. **Do all babies develop at the same rate?** (Every baby is different. Some babies will develop quicker than others.)

Take feedback and invite each group to explain how they ordered the pregnancy images. Discuss any differences in sequencing and clarify the correct order.

Ask the children to keep the sugar paper with the pregnancy images on their tables, ready for the Main event.

Main event

1. Show the *Presentation: Stages of pregnancy*.
2. Explain that babies are usually in the womb for nine months, unless they are born early (premature). Point out that in everyday language we often say 'baby', but scientifically it is called an **embryo** (up to eight weeks) and a **foetus** (from nine weeks).
3. Click on '1 month' and read the information. Explain that at this stage, the baby is called an embryo and is approximately the size of a raspberry.
4. Click through the remaining stages in the presentation and read the information.
5. Hand out the *Activity: Pregnancy facts* (one per group of six) and keep the children in the same groups as they were in the Attention grabber. Instruct the groups to match the facts and fruit/vegetable pictures to each pregnancy image. The children should stick the facts underneath or next to the pregnancy images.
6. Take feedback. Use the *Presentation: Stages of pregnancy* to check answers.
7. Tell the children that once the baby is ready to be born, there are different ways the baby can be delivered.
8. Show the *Presentation: How babies are born*.
9. Show slide 1 and click to reveal the information. Explain that **labour** is the time when the woman's body prepares to give birth. **Contractions** are muscle movements that help push the baby out. Tell the children that sometimes doctors deliver a baby through an operation by making a cut in the front of the mother's body. This is called a **caesarean section**.
10. Show slide 2. Explain that babies can be born in hospitals or at home. Click to enlarge the images of babies and note where they were born.
11. Show slide 3. Click on each character to read where and how they were born.
12. Ask:

1. **Is there just one way for a baby to be born?** (No, babies can be born in different ways; it does not matter how a baby is born as long as it is safe for the mother and baby.)
2. **Why might someone choose to have a hospital birth?** (A hospital has medical equipment and specialist care available which can help some parents feel safe and supported.)
3. **Why might someone choose to have a home birth?** (Some people feel more comfortable and relaxed in their own home.)

Take feedback.

Wrapping up

Give the children a moment to consider their personal response to the lesson's enquiry question: **What happens in pregnancy and how are babies born?**

Wonder box

Remind the children how to use the wonder box. Hand out paper and ask them to write a comment or question. Explain that if they do not have anything to add, they should place a blank note in the box so it is not obvious who wrote one. Explain that if they would like an adult to follow up, they should include their name or initials.

Vocabulary

caesarean section

When a doctor delivers the baby through an operation by making a cut in the front of the mother's body.

contractions

Muscle movements that help push the baby out.

embryo

A baby developing from fertilisation until about 8 weeks of pregnancy.

foetus

A baby developing from around 9 weeks until birth.

labour

The time when a woman's body prepares to give birth.

Assessing progress and understanding	Adaptive teaching
<p>Pupils with secure understanding can:</p> <ul style="list-style-type: none"> • Order the different stages of pregnancy. • Describe how a foetus changes during pregnancy. • Recall different ways a baby can be born. <p>Pupils working at greater depth can:</p> <ul style="list-style-type: none"> • Compare the different stages of pregnancy. • Suggest why some parents may choose to have a home birth or hospital birth. 	<p>Pupils needing support:</p> <ul style="list-style-type: none"> • Could be given real fruit or vegetables to conceptualise the size of the foetus during pregnancy in the Main event. • Could rewatch the <i>Pupil video: Having a baby</i> before completing the <i>Activity: Pregnancy facts</i>. <p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> • Could write their own fact about each stage of pregnancy in the Main event instead of using the <i>Activity: Pregnancy facts</i>. • Could suggest why some parents may choose to have a home birth or a hospital birth in the Main event by considering factors such as comfort, support and medical needs.