| Learning Objectives | Before the lesson |
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| • To understand the development of the baby during pregnancy.<br>• I understand how a baby develops in the womb during pregnancy.<br>• I can identify some of the things a baby needs. | **Watch**<br>• Pupil video: Pregnancy and birth.<br>**Have ready**<br>• Resources for the creative activity such as magazine pictures, catalogues, books for research and links to suitable websites.<br>• Paper and pencils (see Wrapping up). |

## Attention grabber

1. Remind the children about the ground rules for these lessons.

2. Answer any questions from the Question box, focusing on those questions that will not be covered during this lesson.

3. Remind the children that in the last lesson they found out how a baby is made.  Today they are going to find out more about how the baby develops in the womb. Ask the children if they already know anything about pregnancy and the development of a baby. Make a note of these things on the board.

**Key question**

- What happens during pregnancy?

## Main event

1. Show the *Pupil video: Pregnancy and birth,* which explains the development of the baby in the womb and birth.

Show on your interactive whiteboard

2. Answer any questions the children might have.

3. If the children do not ask any questions, explain that not every couple will be able to have a baby this way. This could be for medical reasons or because they are in a same-sex relationship. Explain that these couples may still want to have a baby and there are other options open to them such as:

- Adoption.
- Surrogacy, which is when someone else has the baby for the couple.

- IVF, which is where the sperm and egg are put together by a scientist and once the egg is fertilised, it is placed into the uterus to grow.

4. Explain that pregnancy and birth are only the start of being a parent and that being a parent is a long-term commitment.

5. Ask the children to talk to a partner about what a baby might need in the first nine months. Take some feedback and ensure they think about practical and emotional support as well as products.

6. Explain to the children that you would like them to create a piece of work that illustrates either how a baby develops during the nine months of pregnancy or what a baby needs during the first nine months of its life. This piece of work can include pictures and text and must show the children's understanding of the aspect they have chosen.

You may want to decide which activity you want the children to do and you will need to decide whether the children will work in pairs or small groups to produce their piece of work.

7. Show some of the children's work and emphasise the amount of commitment a baby takes. Make it clear that because of the big commitment, most couples take a long time to decide to have a baby. Remind the children that 16 is the age when legally a person can have intercourse, but this does not mean you must have intercourse at 16 and many people choose to wait until they are older. Everyone can make that choice for themselves.

**Key questions**

- How does a baby develop?
- What does a baby need in the first months of life?

## Wrapping Up

1. Explain to the children that over the last few lessons they have learnt a lot about how a baby is conceived,  how a baby develops during pregnancy and what a baby needs during the first few months of life.

Ask the children to write down on a piece of paper three things that they have learnt during the lessons, and then to scrunch up their piece of paper into a snowball shape. Make sure each child has a 'snowball' and then ask them to throw it to someone else in the class.

Invite some of the children to read out one of the things written on their paper. As they read these out, correct any misconceptions or reinforce anything that you think is key, such as the age of consent.

2. If possible, give time for any remaining questions to be answered now or put into the Question box.

**Key questions**

- What do we know about how babies develop during pregnancy?
- What do we know about babies' needs in the first months of life?

| Glossary | |
|---|---|
| • sperm<br>• erection<br>• conception<br>• relationship<br>• development<br>• baby<br>• care | • egg<br>• fertilise<br>• sexual intercourse<br>• pregnancy<br>• commitment<br>• love |

| Assessing pupils' understanding and progress | Differentiation |
|---|---|
| **Pupils with secure understanding indicated by:** Understanding that a baby changes in the womb and some of the baby's requirements during the first months of life.<br>**Pupils working at greater depth indicated by:** Understanding the stages of development during pregnancy and the range of requirements during the first months of life. | **Pupils needing extra support:** Provide more structured resources for the activity, for example, pictures or sentences to select from, about how a baby develops or items that a baby will and will not need.<br>**Pupils working at greater depth:** Provide resources for individual research and ask children to include in their work additional facts they have found out about. |

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