

Learning objective	Success criteria
To describe how a baby is made using scientific vocabulary.	- I can name the parts of the body where the baby grows. - I can explain the process of conception. - I can use respectful and accurate language to discuss conception.
Before the lesson This lesson includes the option to upload an image of the class's PSHE agreement to the <i>Presentation: PSHE agreement</i> (see Teacher knowledge). Watch Pupil video: How babies are made Have ready <i>Presentation: PSHE agreement</i> (see Teacher knowledge). <i>Presentation: Spot the mistake.</i> <i>Presentation: Conception.</i> - Small bits of paper (optional – see Attention grabber.) - Whiteboards and pens (one each – see Wrapping up.) - Wonder box (see Wrapping up). Print Print in advance of the lesson. - Activity: Conception storyboard (one each). - Resource: Glossary (support - see Adaptive teaching). - Resource: Conception sentences (support - see Adaptive teaching). Teacher knowledge	

Subject knowledge

Talking about puberty

- Children and adults may find conversations about puberty uncomfortable or embarrassing. It is important to create a safe and supportive environment so that the children feel able to talk openly and ask questions.
- Use correct scientific terminology and model this language confidently. This helps show respect for the topic and can reduce embarrassment. Avoid slang, jokes or gender stereotypes.
- If the children giggle or make inappropriate comments, respond calmly. Acknowledge that it is normal to laugh when something feels new or unfamiliar. Reinforce that these changes happen to everyone and should be discussed respectfully.
- Be prepared for spontaneous or unexpected questions and address them in a safe, sensitive way. Ensure all questions are acknowledged and answered in an age-appropriate manner. Encourage the children to use the wonder box to ask questions or share any worries they may have.

Responding to parental concerns

- Some parents may feel that learning about how babies are made is too much too soon, or that the content is too detailed for primary-aged children. Reassure parents that lessons are age-appropriate, factual and non-graphic, and are delivered in line with statutory RSHE requirements. Explain that pupils learn this information in a safe, supportive environment where misconceptions can be addressed and accurate answers provided by trusted adults.
- Some parents may worry that teaching about conception could encourage curiosity about sexual activity or reduce children's innocence. Explain that RSHE places a strong emphasis on safety, boundaries and consent, and clearly reinforces that sexual intercourse is an adult behaviour and not appropriate for children. Research consistently shows that high-quality RSHE delays risky behaviour rather than encouraging it.
- Families may hold a range of beliefs about reproduction, relationships and marriage. Reassure parents that lessons are factual, inclusive and respectful of different beliefs, and that children are encouraged to talk with trusted adults at home to explore their family values alongside what is taught in school.

Misconceptions

The children may think that:

- 'Puberty means someone is ready to have a baby' – puberty prepares the body biologically for reproduction, but having a baby is an adult choice that requires readiness, consent and responsibility.
- 'Sexual intercourse is something all adults are expected to do' – sex and having a baby are personal choices, and not everyone chooses to have sex or have children.
- 'Fertilisation always leads to pregnancy' – fertilisation does not always result in pregnancy, as the fertilised egg may not attach in the womb for pregnancy to begin.
- 'Conception and fertilisation mean exactly the same thing' – fertilisation is when a sperm joins with an egg, while conception describes the wider process that includes fertilisation and the fertilised egg attaching in the womb and beginning to develop.

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 children may already be aware of their own conception and birth story, or how they became part of their family through adoption, fostering or other care arrangements, while others may not. If questions about how families are formed are raised, explain that families are created in many different ways. Clarify that this lesson focuses specifically on the biological process of reproduction, and encourage children to place any additional questions in the Wonder Box to be explored later in the lesson or unit.
- This lesson focuses on conception. 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.

SEND

Some pupils may find sensitive topics, abstract concepts or unexpected vocabulary overwhelming. Consider using simplified language, visual supports and pre-teaching.

Safeguarding

- If pupils may have experienced sexual abuse, this lesson may trigger distress, anxiety, confusion, or heightened emotional responses. If a pupil shows signs of distress, quietly and discreetly offer a moment in a calm space, a short walk with a trusted adult or a chance to sit away from the group.
- If a child makes a disclosure or anything concerns you during the lesson, follow your school safeguarding policy.

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*.

Tell the children they will use their learning from the previous lesson to spot mistakes in diagrams. Pair the children and show the *Presentation: Spot the mistake*.

Show slide 1 and ask the children to discuss the diagram and identify the mistake. Take feedback, then click to reveal the correct answer (the ovary and vagina labels are in the wrong positions and should be swapped).

Repeat for slide 2. (The sperm duct and testicles labels are in the wrong positions and should be swapped.)

Attention grabber

Tell the children that in this lesson, they will be learning about how babies are made. Acknowledge that some of the learning may feel awkward or embarrassing for some children but reassure them that there is nothing to worry about. Reinforce that school is a safe space and that children can talk to a trusted adult if they need to or use the wonder box to ask questions or leave comments.

Ask the children to discuss in pairs anything they know or any stories they have been told about how babies are made or how they come into the world. This is an icebreaker activity, so encourage pupils to talk about funny stories they may have heard. Examples could include:

- The stork delivers babies.
- Babies are found on the doorstep.
- You can order a baby online.

Note: depending on the cohort, you may prefer to do this activity with pupils writing what they know or have heard about conception on slips of paper, and then an adult reading these out anonymously to the class. Remember that some pupils will believe myths they may have been told, so respond to these without judgement.

Main event

1. Remind the children that puberty causes the body to change and develop. Girls begin to release eggs through ovulation and boys begin to produce sperm in the testicles. Explain that these changes prepare the body for having a baby in adulthood. Reassure the children that having a baby is a choice that they can make when they are much older.

2. Show the *Pupil video: How babies are made*.

Pupil video: How babies are made

3. Explain that the class will recap the key learning points from the *Pupil video: Conception*.

Show the *Presentation: Conception*.

4. Show slide 1 and click to reveal the information. Explain that IVF is a different way to have a baby without sexual intercourse. This will be covered later in the unit.
5. Show slide 2 and ask the children to discuss in pairs what is happening in the picture. Click to reveal the information. Explain that **sexual intercourse** is when a man's penis enters a woman's vagina.
6. Repeat for slide 3. Remind the children that **sperm** are the tiny cells made in the testicles of a male.
7. Show slide 4 and explain that **fertilisation** is when a sperm joins with an egg. Tell the children that this does not always lead to pregnancy, as the fertilised egg may not attach in the womb.
8. Show slide 5 and click to reveal the information.
9. Show slide 6 and explain that **conception** is when a sperm joins with an egg and starts the beginning of a pregnancy. This includes when the egg attaches to the female's womb and starts to grow into a baby.
10. Show slide 7 and click to the information.
11. Show slide 8 and click on Doctor Kapow's speech bubbles.
12. Hand out the *Activity: Conception storyboard*. Tell the children to write a sentence underneath each picture on the storyboard to explain the process of conception.
13. Invite children to share their storyboards with a partner and talk about what they found interesting in the lesson.

Wrapping up

Give the children a moment to consider their personal response to the lesson's enquiry question: **How are babies made?**

Show the *Presentation: Sentence starters*.

Presentation: Sentence starters

Upload your own image on presentation mode

Hand out whiteboards and pens.

Read the sentence starters aloud and ask the children to use the word bank to define the words 'fertilisation' and 'conception' on their whiteboards.

- Fertilisation is when a sperm joins an egg.
- Conception is when a sperm joins an egg and the fertilised egg attaches to the lining of the uterus, beginning a pregnancy.

Take feedback and address misconceptions.

Wonder box

Remind the children to use the wonder box if they have any comments or questions. Explain that if they need an adult to help them, they should write their name or initials on their note.

Vocabulary

conception

When a fertilised egg attaches to the lining of the uterus (womb) and pregnancy begins.

egg

A tiny cell made in a female's ovaries.

fertilisation

When a sperm joins with an egg.

pregnant

When a baby is growing inside a female's uterus (womb).

sexual intercourse

When a man's penis enters a woman's vagina.

sperm

Tiny cells made in the testicles of a male.

Assessing progress and understanding	Adaptive teaching
Pupils with secure understanding can: • Explain the process of conception using scientific vocabulary. • Name the parts of the body where the baby grows using scientific vocabulary. • Use respectful and accurate language to discuss conception. Pupils working at greater depth can: • Distinguish accurately between fertilisation and conception and explain how they are linked. • Recognise that conception can happen through IVF as well as sexual intercourse.	Pupils needing support: • Could rewatch the <i>Pupil video: Conception</i> to recall key learning points before completing the <i>Activity: Conception storyboard</i>. • Could cut and stick the <i>Resource: Conception sentences</i> onto the <i>Activity: Conception storyboard</i>. • Could use the <i>Resource: Word bank</i> to support accurate spelling and understanding when applying key vocabulary in the <i>Activity: Conception storyboard</i>. Pupils working at greater depth: • Should include IVF in the first box on the <i>Activity: Conception storyboard</i> as an alternative conception method. • Could write a definition for the words 'fertilisation' and 'conception' on their <i>Activity: Conception storyboard</i>.