

Year 6

Families and committed relationships

Lesson 2: The impact of having a baby



Note: the content of this lesson covers the non-statutory aspects of the primary Relationships education guidelines

Lesson context and overview

This is the second of three lessons exploring aspects of sex education. This lesson focuses on the significance of making the decision to start a family, and how life-changing having a baby can be.

Curriculum links

Relationships education

Sex education (primary)

Paragraph 67 of the DfE guidelines on teaching Relationships education and Health education:

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Resources

Presentation slides

What does a baby need? cards (one set per small group)

Pupil worksheet: *Budget for a baby*

Catalogues for baby equipment/online searches

Anonymous question box (as in previous lesson)

Slips or paper or post-its for questions

Key vocabulary

baby, commitment, responsibility, need, budget

Learning objectives

We are learning about:

- why deciding to start a family is such a big and important decision
- how life-changing starting a family can be
- the costs associated with a new baby.

Learning outcomes

We will be able to:

- explain the impact having a baby can have
- explain why it is important that people are ready for and committed to this new change.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. If pupils ask questions or share details that cause safeguarding concerns (including inappropriate sexual language, or indication of knowledge of sexual behaviour that is inappropriate for their age) please refer to your school's safeguarding policy and procedures. Questions should be encouraged and welcomed throughout this lesson. Please refer to the teacher guidance on ways to manage and respond to any tricky questions.

Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Recap and discuss previous learning about making a baby, using questions such as:

- *What is the name of the cell from the male?*
- *What is the name of the cell from the female?*
- *How is a baby made?*
- *Where does a baby grow?*
- *How long does pregnancy usually last for?*
- *What is a baby called while it is still in the womb?*
- *Which two ways can a baby be born?*
- *Are there ways to start a family other than having sex?*

If necessary, respond to any additional questions asked during activity 3 in the previous lesson.

Ask pupils: *Why is it important to be grown-up before having a baby?*
Write pupils' responses on the board.

Core activities

1. Explain to pupils that there are lots of things to consider before having a baby, and that it is important that people feel ready before starting a family. Ask pupils what they think someone would need to consider before deciding to have a baby and make a list of ideas.

Examples might include:

- having somewhere to live
- having a job/enough money
- having support from family and/or friends
- being in love with their partner.

Some pupils may be in families with new babies – if they wish, they could share their experience of what needs to be in place before having a baby, and how things change when a baby is born.

2. Organise pupils into small groups and give each group a pack of Baby needs cards. Ask each group to discuss the cards and organise them in groups of 'need' and 'doesn't need'. Explain that there are three blank cards in each set and ask groups to create some other cards that could be sorted into the 'need' and 'doesn't need' groups. Take feedback from groups and discuss pupils' reasons for placing cards in a particular pile. Discuss the additional needs that groups created – which pile would they place them in? Why do they think a baby needs or doesn't need these things? Ask groups to put the cards along a continuum from 'Needs most' to 'Needs least'. Take feedback and discuss the placement of cards, using questions such as:

- *Where did you place the [card name] card?*
- *Why did you place the [card name] card where you did?*
- *Does everyone agree with what a baby needs the most?*
- *How easy was it to decide where to place the cards?*

3. Explain to the class that one of the reasons having a baby is a big decision is because babies cost a lot of money. Give each group a *Budget for a baby* worksheet along with either household/baby care catalogues or pre-prepared links to a range of websites that sell baby supplies.

Ask groups to research every item on the list to find its cost, and to add any other items they feel would be **essential** for the first year of a baby's life (outcomes of the previous activity can help with this).

Some groups could focus on the most expensive products available, some could explore the cheapest and others could vary their research. Pupils can then compare their overall bills, talk about how much each item is and identify the items they think are best for a baby regardless of cost.

Discuss with the pupils what they have learned about the expense of starting a family. Were they shocked by how much some of the products cost? How could new parents potentially bring down costs if they needed to? (e.g. get hand-me-downs from friends and family, look in charity shops or on re-selling websites such as eBay, or join second-hand groups on social networks.)

Plenary

Discuss any further information or clarification that pupils might need. You may also wish to introduce appropriate sources of additional information here, such as books (e.g. *Let's Talk About Where Babies Come From* (Walker Books)).

Ask pupils to name trusted adults they could speak to if they needed to know anything more.

Assure pupils that the question box will remain in the classroom at all times in case they have any further questions they would like to ask.

Assessment

Use the stages of conception and birth worksheet outcomes to assess pupils' understanding of the facts of human reproduction.