Where do babies come from?

Year: R

Subjects and Issues

Family Reproduction LGBT+
Pregnancy and maternity (protected characteristic)
Sexual orientation (protected characteristic)

About the Growing and Changing Unit

This unit provides the initial building blocks for learning about reproduction in plants and animals, including humans. Please review the material to decide whether it's appropriate for the needs of your children. If you don't have nursery-age children in your school you can also draw on the SCARF nursery plans for Growing and Changing for extra/different foundational material.

NB: this plan includes discussions and activities about different types of families. It's recommended that in advance of teaching about this you speak to the parents of children who are in a same-sex relationship family. They may want to be consulted about what the children are learning.

Introduction - whole class

Share suggested ground rules/ class agreement. Take a look at our suggested ROCK agreement.

Read a book about babies, such as *There's a House Inside my Mummy** by Giles Andrae and Vanessa Cabban or *And Tango Makes Three* by Peter Parnell and Justin Richardson with its theme of caring and the role of family, rather than just the science aspects of human reproduction.

(***** If reading this book, you can also play spot the little giraffe - a mini Harold - which appears on several pages.)

Then ask the questions:

- Where do babies come from? [A mummy/woman's tummy/womb- as a school decides on the right language to use with your pupils in line with your RSE policy. You could explain that the womb is the name given to a special place between a woman's hips where the baby grows]
- What do they do in the woman's womb? [grow/move/feed]
- When do they come out? [Usually after nine months when they are able to survive outside the womb. Babies born before then need lots of looking after by nurses and doctors.]
- What do they need when they are out? [milk/breastfeeding from mother's breats/bottle feeding/warmth/clothes/cuddles/love]
- How did they get there? [A type of seed, called an egg from a woman and a type of seed, called a sperm, from a man. A school decides on the right language to use with your pupils in line with your RSE policy.]

So now we know that babies come from a woman’s tummy/womb.

Sometimes the baby comes from its birth mummy and daddy, as in this case (described above).

Sometimes another person is their mummy or daddy or special person. Some people might say they have a tummy mummy and then a mummy and/or daddy who will be their parent/s who will bring them up. This is called adoption or surrogacy; it's one of the many reasons why sometimes children look like their parents and sometimes they don’t.

Adult-guided activities (individual or small groups)

Activity 1 - Matching pairs

Using the pairs cards, (see Resources needed area) children can work in pairs or small groups to match up the baby animal with its adult equivalent. Cards can be laminated and put into Continuous Provision when each group has had a turn matching them.

Talk with the children about how we know they match (they look the same).

What about tadpoles and butterflies? (Sometimes a baby doesn't look the same as its parents.)

This can lead to a discussion about how some children are created using donated sperm/egg or are adopted, but that doesn't mean that the families love them any less.

Families are people who provide us with love. That means they care for us and keep us safe.

Activity 2 - Family books

Children can make their own books based on the books listed below (e.g. Todd Parr). They can draw pictures of different types of families or pictures of their own families.

If appropriate, children could bring in pictures of their families to talk about/have on display. Compare the differences and similarities.

Enhancements for continuous provision

Reading corner, books on reproduction and families:

- *Mummy Laid an Egg* by B Cole
- *And Tango Makes Three* by J Richardson and P Parnell
- *There is a House Inside my Mummy* by G Andreae and V Cabban
- *The Nanny Goat's Kid* by J Willis
- *The Family Book* by Todd Parr (this book includes examples of adoption, one-parent families and same-sex parents).

SCARF schools - your suggestions

"We plan to invite a midwife to talk about their job, which also links to career aspirations (something we are keen to encourage at this school). It may also be possible to bring a scan and video of a baby in the womb so that children can hear and see a heartbeat."

Talking points

The matching activity (Activity 1) is a great resource for the children to use independently. This could be placed on a table or mat in any area of the classroom. Alternatively, you could hide the pictures of the babies in your outside area so that they can be reunited with their mother (in a similar way to Monkey Puzzle by Julia Donaldson).

SCARF Time

Use SCARF time to explore the SCARF values of Caring and Friendship (in terms of respect) through discussions and circles about different types of families and what members of a family do care for each other.

Share your ideas

We'd really like to hear - and with your permission, share - any other ideas for enhancements for continuous provision that have worked well for you.

Please email us at CLE@coram.org.uk with your ideas if something has worked well and you think other teachers would like to try them.

Version History

Thu, 02 Apr 2026

- Wording updated to include breastfeeding from mother's breasts/ bottle feeding
- Vocabulary updated to include breasts

Learning Outcomes

Overarching learning intentions across this unit

Children will be able to:

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that a man and woman are needed to make a baby.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.

Learning outcomes specific to this plan

Children will be able to:

- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.
- Understand that every family is different.
- Talk about similarities and differences between themselves and others.

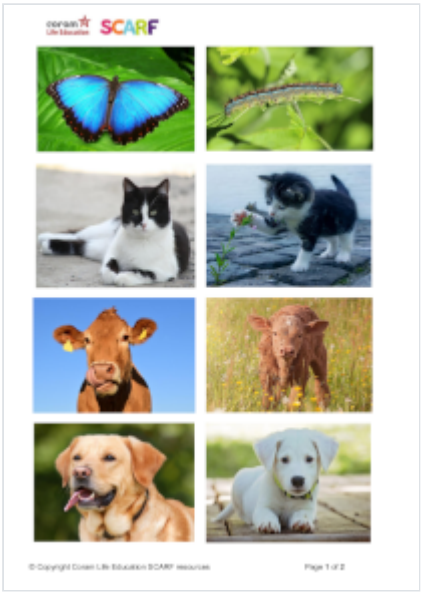
Key Vocabulary

family
baby
love
care
tummy
womb
pregnancy
sperm
egg
adoption
surrogacy
donated sperm/eggs
same-sex parents
one-parent families
breastfeeding

breasts

Resources needed

Find a copy of There's a House Inside my Mummy or And Tango Makes Three, or similar for the introduction to this theme.



Matching pairs - Activity sheet - print as required. Laminate this resource so it can be used several times.

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.
- Relationships Education Families and people who care for me 3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that

other children's families are also characterised by love and care.

- Relationships Education Families and people who care for me 4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Relationships Education Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

DfE Relationships Education and Health Education statutory requirements (2025)

- Developing bodies 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- Families and people who care for me 1. That families are important for children growing up safe and happy because they can provide love, security and stability.
- Families and people who care for me 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- **Families and people who care for me** 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- **Families and people who care for me** 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- **Respectful, kind relationships** 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.