Making babies

Year: Y6

Subjects and Issues

Body parts Growing and changing
Rules and laws Science Consent
Relationships education Reproduction LGBT+
Life cycles Sexual Intercourse Conception
IVF Adoption Surrogacy Birth
Pregnancy and maternity (protected characteristic)
Sex (protected characteristic)
Sexual orientation (protected characteristic)

Teacher Guidance

This session contains **non-statutory sex education**, as it teaches how babies are conceived through sexual intercourse and how this can be prevented through the use of condoms. Please make sure all parents have been informed of their right to withdraw.

In the 2025 statutory guidance the DfE recommends that primaries teach sex education in years 5 and/or 6. If you have already taught this lesson in Year 5 due to pupil need, you may like to consider delivering one or both of the optional Year 6 Growing and Changing lessons in Year 6, if appropriate for your school.

Please note from September 2026 pupils should be taught 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. The RHSE guidance does not specify when pupils should be taught this content; that is a decision for the school.

It is now not uncommon for children to be conceived through IVF or other means. There may be children in your class who were conceived this way, in which case particular sensitivity will be needed.

It's understandable that during this lesson about conception children may have questions if they have heard abortion mentioned in the news or if they have overheard adults talking about what has happened in the US.

If you are supported by your RSE policy to answer children's questions related to the lesson being covered, then the age-appropriate language that you might like to use if they ask relevant questions are:

- Abortion is freely available in this country and is often accessed by people who have unintended (unplanned) pregnancies and do not want to be pregnant.
- An unintended pregnancy can happen to anyone. No method of contraception, e.g. condoms (discussed in this lesson and What is HIV lesson) is 100% effective, which is why people must think carefully about the risks of sexual intercourse before becoming sexually active.
- Abortion involves either taking tablets so that the body would reject the pregnancy- a bit like a period, or having a procedure that removes the pregnancy from the body by medically trained staff in a clinic. (You can say more details will be covered in secondary school RSE)
- People who have an abortion can get pregnant again. It does not affect their fertility.
- Some people have strongly held views and beliefs about abortion. However, it is important that people know that abortion is legally available in this country should they need one.

National Curriculum links: This lesson is linked to relevant Y5 statements from the Science Programmes of Study statements for this age group. SCARF provides a spiral curriculum and therefore provides age-appropriate information for Relationships Education at

regular intervals in line with recommended good practice.

Introduction

Start by reviewing the class agreement or develop one if not already developed, see suggested ground rules/ class agreement.

Ask the class why we all go through puberty? [So it may be possible for us to have children when we are older, if we want to.]

Remind children that male and female bodies have differences, and things in common. We'll learn about both kinds of bodies today. This is important for all pupils – to have an awareness and understanding of what all the changes bodies go through during puberty, to help them be respectful and supportive of those around them.

Activity 1 - Puberty for reproduction

With children working in small groups, distribute the Body Outlines for both a man and a woman.

Recap the names for the private parts of the male and female body:

Female:

- Vulva (External parts of female genitals which are visible. This includes the clitoris, two sets of labia - the inner and the outer - and the entrance to the vagina.)
- Vagina (Inside the body - the opening of the reproductive part of the girl's body (the passage which leads to the womb. This is also where tampons and Mooncups or Menstrual cups are placed during menstruation.)
- Ovaries (Where eggs are stored)
- Eggs (Cell needed for reproduction)
- Womb (Space for baby to grow)
- Clitoris (A small, soft pea shaped bud which lies above the urinary opening and is protected by the

clitoral hood. Very sensitive part of the body.)
- Labia (includes both the smaller lips/folds of skin that surround the entrance to the vagina and urinary opening (wee hole), and the outer lips/folds of skin that surround the inner lips)
- Breasts (These develop and grow during puberty. Breasts produce milk after childbirth, to feed a baby.)

Male:

- Penis (This is the shaft-shaped reproductive organ that hangs outside the male body. It helps transport urine (wee) and sperm away from the body.)
- Testicles (produce millions of sperm everyday once a boy starts puberty)
- Scrotum (sack of skin that holds the testicles outside the body)
- Sperm (cell needed for reproduction)

Both:

- Nipples (help a baby to drink milk from its mother's breasts. Boys and girls have nipples but only females grow breasts when they're older. Some babies are breastfed, some babies are bottle fed.)
- Anus (end of the digestive system, where poo comes from)
- Pubic Hair (Hair which starts to grow around the genitals during puberty..

Emphasise that nobody should ask to see or touch these parts of the body [unless we give permission, e.g. to see a doctor] These parts are private, but remember, your whole body belongs to you.

Now ask, what are the specific changes take place during puberty so that our bodies can reproduce? (Emphasise that everyone is unique, and not everyone starts puberty at the same age, some earlier than others and some go through puberty faster than others.) On the IWB show outlines and ask class for suggestions, making sure to include:

- Eggs released (periods start) - female
- Hips widen - female

- Breasts develop (to enable breastfeeding) - female
- Sperm produced (sometimes wet dreams) - male
- Erections happen - male

Explain that girls are born with all the eggs already inside their ovaries, whereas boys don't start producing sperm in their testicles until they start puberty. You may find it useful to show both the *Female and Male Puberty Changes Images* here.

Activity 2 – Conception

Explain that most babies are created when a man and a woman have sexual intercourse. Emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body. [Use the drawings of both female and male Internal Reproductive Organs (labelled) to describe this process - these are on the PDF entitled *Internal organs labelled and correct order for Conception and Pregnancy activity - show on IWB*. NOTE: this PDF replaces the previous IWB slides which contained an error. The *labelled side view of the female reproductive system* resource can also be useful to show that girls have three holes and that babies and periods come out of one hole and wee comes out of another.]

In order for this to happen the man and woman often hug and cuddle and kiss, and feel very loving towards each other. They get very close to each other without their clothes on and touch each other's bodies in a way that feels nice so that the man's penis becomes hard and the woman's vagina becomes wet (lubricated) so that the man's penis can slide inside the woman's vagina more easily.

During this whole process they will both get very excited. If a woman reaches the peak of her excitement, called an orgasm, she will have a very pleasurable feeling where the muscles in her vagina contract.

If a man has an orgasm he will also have a very nice feeling and release millions of sperm from his penis into

the woman's vagina. The sperm will then swim up inside the woman's body to find the egg.

If an egg and one sperm meet, the beginning cells of a baby can start to grow. Those cells will need to then implant into the side of the womb so it can grow into a baby over the next 9 months.

Watch the animated film which shows this process very simply (the film is just over 2 minutes long). It covers very basic intercourse, conception, implantation, pregnancy and birth.

Here is a copy of the script that accompanies the film, for your information:

1. Here you can see the female reproductive system. This is situated between the hips.
2. Now we are zooming into one of the ovaries where the eggs are stored.
3. Here is an egg now leaving the ovary and travelling along the fallopian tube very slowly.
4. You can now see the penis entering the vagina, and releasing sperm. This is known as sexual intercourse.
5. In real life sperm doesn't look like a white line but a white liquid. Under a microscope it will look like millions of tadpoles. During sexual intercourse the man releases about 300 million sperm into the vagina.
6. The sperm's job is to swim to the egg where one sperm will enter the egg and fertilise it. Twins can occur when two eggs are released at the same time. This means each sperm will meet an egg each. It's a bit like having a brother or sister being born at the same time as you. You'll be exactly the same age, but you won't look exactly alike. Occasionally the fertilised egg made up of one sperm and one egg splits into two which then creates identical twins.
7. About six days later the fertilised egg, now known as an embryo, travels down the fallopian tube and implants itself into the lining of the womb. This is where the embryo will continue to grow (if the pregnancy continues). Not all pregnancies continue, this is known as a miscarriage, where the embryo

leaves the body like a period but being heavier and lasting longer.

8. Eventually around nine months later, the baby is ready to be born. Most babies are born head first and will be born via the vagina. If this is not possible, maybe because the baby is in the wrong position, a caesarean will be carried out where a cut is made to the woman's abdomen and womb and the baby will be born this way
9. Here you can see a woman in labour, this is where the body helps to push the baby out using the muscles of the womb, which contract, so the baby can leave the womb, travel through the cervix and down through the vagina and into the world. It will need lots of looking after including cuddles, milk to grow and lots of nappy changes!

Allow for time after the film clip for children to ask questions about what they've seen.

You may also find it useful to supplement this film clip with the following film clips to reinforce the learning about how families are created:

Reproduction - Planned Parenthood

How a baby is born

All the different ways couples can create a family

Note on language

Please note: in the last video showing all the different ways couples can create families, the word *queer* is used several times. Some people use the word *queer* as a derogatory term, in the same way some people use the word *gay.* Both *queer* and *gay*, if used in the wrong context, are regarded as homophobic.

However, many people from the LGBTQ+ community have reclaimed the word *queer* because it helps define them and their identity. For more information about this terminology, please read **here**. If you choose to show the last video with your pupils it would be very valuable to discuss the term *queer* with them and to

think about the use of language, which if used in the wrong context, can be seen as derogatory.

The key point learning point is that if we are not sure which word people use to identify themselves, we should ask, rather than taking it upon ourselves to label them.

Activity 3 - Conception and pregnancy timeline

Next, with children working in the same small groups, hand out the *Conception and pregnancy timeline* cards - one set per group. NB: ensure that each set is shuffled before children begin work (i.e. not in the correct order when they start).

Children work together to arrange the cards in the right order.

When the children have completed this task display the PDF showing the correct order, so that each group can check their answers.

Legal facts

Ask the children if anyone knows how old a person (male or female) has to be to have sexual intercourse. [16 years old]

Explain that:

- This is to protect children from adults who might try to have sex with children under 16 years old.
- Even if ***one*** of the people is 16 or over, it illegal before this age.
- It's important that anyone under 16 years old should tell a trusted adult (e.g. parent or teacher) if someone is trying to have sex with them.
- Emphasise that nobody should ask to see or touch the private parts of the body [unless we give permission, e.g. to see a doctor] These parts are private, but remember, your whole body belongs to you. If ever you feel uncomfortable with any kind of touch, you have the right to say no. This needs to be listened to and respected.

- Both people have to agree to have sex, even if they are not trying to make a baby. If one person forces the other person to have sex or carries on having sex when the other person hasn't agreed, this is sex without consent and is illegal.
- Sex should feel nice – if it doesn't, it should stop. Consent can be removed at any time.

Other options

Ask: what if the two people in a relationship and wanting to be parents are a man and a man, or a woman and a woman? Or what if a man and woman aren't able to make babies themselves through sexual intercourse: how else can people make babies or become parents?

Elicit responses to include:

- **Adoption** [where an adult or adults take on legal responsibility for a baby or child whose birth parents are not able to care for them.]
- **Surrogacy** [a way for a couple who cannot make a baby themselves to become parents, with a surrogate mother being pregnant with their child. A surrogate is a woman who agrees to become pregnant, either by: putting a man's sperm inside her vagina to meet one of her own eggs to make a baby (artificial insemination) or where a specialist doctor places an embryo into her womb created by the egg and sperm through IVF* of the couple wanting a baby or donated egg and/or sperm. Surrogacy is legal in the UK provided that the surrogate receives no payment.]
- **IVF*** [where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put it back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.]
- Sometimes a couple use either an egg or sperm - or both - donated from someone else, (if they can't make a baby with their own for some reason).

* IVF - In vitro fertilisation: a process where the egg from a female is combined with the sperm from a male outside the body, in vitro (Latin word for glass - hence the term test-tube babies).

Summing up

Ask the children:

- Does conception always occur as a result of sexual intercourse, or can it be prevented? [Explain that if a man and a woman want to have sex but not make a baby they can use something to stop the egg and sperm meeting, such as a condom - a rubber or plastic tube that fits over a man's penis and catches the sperm when it comes out.]

Summarise the session:

1. Sexual intercourse is legal only for those aged 16 and over in a ***consensual*** relationship (meaning both people want to have sex).
2. If anyone under 16 years old is in a situation where someone (of any age) wants to have sex with them they should tell a trusted adult (e.g. parent, teacher).
3. Not all babies are created through sexual intercourse, and not all babies have a mum and a dad; there are a number of different family structures, including; two mums, two dads, one mum or dad, or a granny and /or grandad, for example.

Extension (optional)

The children could look in the media and television programmes, including cartoons, for examples of different family structures and create a class college.

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Did you know?

Our specially trained educators can deliver RSE workshops that include the topics covered in this lesson. The advantages include providing staff with the opportunity to observe someone, which gives them the confidence and skills to deliver RSE going forward. Contact your local team to check the availability of these workshops for your school.

Version History

Wed, 08 Apr 2026

- Voice over changed to correct 'stomach' to abdomen'
- Wording updated to include explanation of the names for private parts for male and female bodies; reinforce language around consent
- Vocabulary updated to include scrotum, nipples, vulva

Learning Outcomes

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Key Vocabulary

egg
ovaries
sperm
testicles
puberty

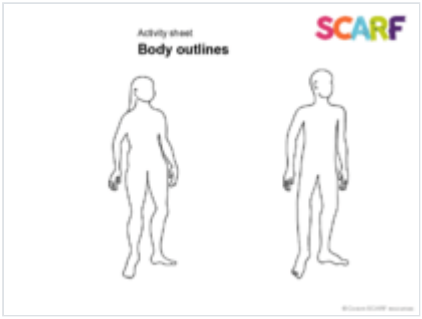
vagina
penis
orgasm
embryo
womb
sexual intercourse
consensual
condom
surrogacy
adoption
IVF
age of consent
miscarriage
conception
consensual relationship
hug
cuddle
kiss
erection
vaginal wetness
excited
pleasurable feeling
implant
pregnancy
birth
caesarean
cut
labour
muscles
cervix
hips widen
wet dreams
loving relationship
If using film clip - Reproduction Planned Parenthood:
cells
semen
ejaculate
hormones
menstrual cycle
ripen
lining of womb
mature egg
ovulation

fallopian tube
fertilisation
uterine lining
period
How a baby is born:
vaginal childbirth
pelvis
efface
dilate
contractions
mucous plug
water break
doctor
midwife
cervical opening
birth canal
delivery
active labour
contracts
crowning fetal head
episiotomy
skull bones
umbilical cord
placenta
breastfeeding
All the different ways couples can create babies:
queer couple
LGBTQ+
stepchildren
foster parents
artificial insemination
co maternity
donate sperm
blended family
sperm bank
derogatory
homophobic
scrotum
nipples
vulva

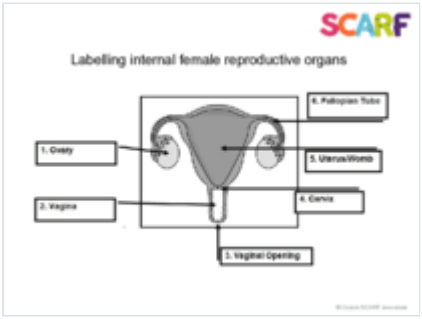
Resources needed

Laminated copies of the Conception and Pregnancy Timeline chart, cut up, for children to order correctly. Enough sets for children to work in groups of 5 or 6.

Puberty glossary - for teacher reference

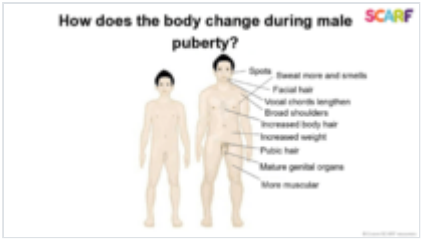


Body outlines - Activity sheet - enough copies for working in small groups

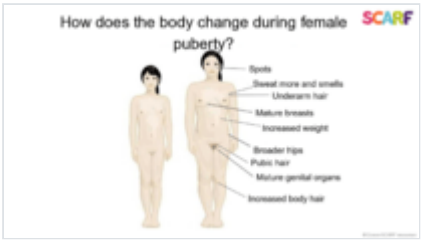


Internal organs labelled and correct order for Conception and Pregnancy activity - Teacher resource to display on IWB

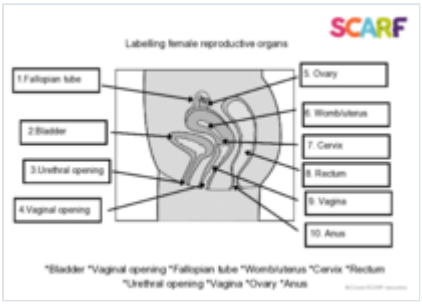
Conception and pregnancy timeline - Sorting Activity - Enough copies needed for working in groups of 5 or 6. You can print, laminate and cut these up in advance or give to children to cut up.



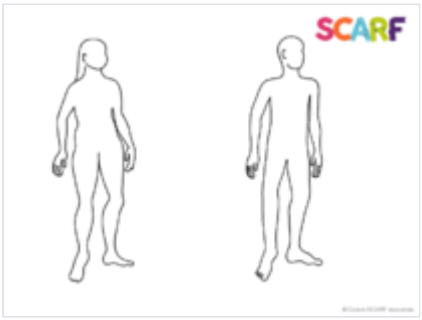
How does the body change during male puberty? — can be printed or shown on IWB



How does the body change during female puberty? - can be printed or shown on IWB



Female Reproductive Organs Side View - can be printed or shown on IWB



Body Outlines - Teacher resource to display on IWB

Human Reproduction Animation Version 3

DfE Relationships Education and Health Education statutory requirements

- 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 Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources.

- 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.
- Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 2. About menstrual wellbeing including the key facts about the menstrual cycle.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- Being Safe 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- Being Safe 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
- 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.
- Developing bodies 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before

girls' periods start will help them understand what to expect and avoid distress.

- 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 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

PSHE Association Learning Opportunities

- H30 . To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- H31 . About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).
- H33 . About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
- R7 . To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
- R25 . Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R29 . Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

National Curriculum Links

- Science Y5 Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Science Y5 Animals including humans Describe the changes as humans develop from birth to old age.
- Science Y5 Animals including humans (Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
- Science Y6 Evolution and inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.