

# Great Barford Church of England Primary Academy

*'Growing together through learning, friendship and worship'*



Monday 19<sup>th</sup> April 2021

Dear All,

As part of our PSHCE for this term, we will be looking at what happens between the point of conception and birth. For those of you who would like to discuss this subject in more detail with your child, we enclose the lesson planning from the Jigsaw PSHCE Scheme, used throughout the school. Should you wish to discuss the content or approach with me, please feel that you can call for a chat.

## **Objectives:**

Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.

## **Vocabulary:**

Penis, Vagina, Erection, Ejaculation, Sperm, Semen, Sex, Scrotum, Testes, Ovum/Egg, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife. (Also, reference to parts of the male and female reproductive system)

## **Open my mind:**

Point out that we are all limited in how far back our memories go, and what none of us can remember are the experiences we had before we were born. Show the PowerPoint slides of a baby developing in the womb. Ask the children what parts of the body they can identify in these pictures of the tiny, growing baby (you may want to introduce the word 'foetus' at this stage). Invite the children to consider what it must have been like for all of us when we were tiny and curled up in the womb like that. Take this further by playing the 'Baby Can...' game: with the class seated in a circle, hand out the 'Baby Can...' cards, one to each child, telling them to make sure that only they see what is on their card. In turn round the circle, each child reads out the statement on their card, 'When I was a baby in the womb I could...' and the rest of the class say whether they think this is true or not (perhaps by a show of hands or standing up for true and sitting for false). The holder of the card then reveals whether it is true or false - some are obvious, some are less so and may surprise them or catch them out: in those cases there is a brief explanation printed on the card, which should also be read out by way of clarification.

## **Tell me or show me:**

Use either or a combination of the following approaches:

- Animations: Male/Female Reproductive Systems
- The resource sheet 'From Conception to Birth' gives a step by step account of the process, with the children (perhaps working in pairs) using a word bank to fill in key words. This exercise may be a useful way of consolidating the learning gained from either of the other approaches.

Regards,

Cathy Barrows.

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