

Wet dreams and masturbation



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Read subject Teacher helpsheet K: Masturbation, and masturbation questions and answers, prior to lesson.
- Use terms 'MOST girls' and 'MOST boys' or 'person with vagina' and 'person with penis'
- Review the questions in the question box picking out any about wet dreams, erections, penises, masturbation and ensure these are covered in the lesson.



Resources required

- Questions from question box on wet dreams, erections, penises, masturbation, including some typed out for use in the lessons. Or if you have not had any questions, you can use the Masturbation questions. Teacher helpsheet K questions and answers section.
- Interactive whiteboard resource: Wet dreams.
- Wet dreams. Worksheet T (i).
- Teacher helpsheet E: Sexual body parts (male) from module 2, lesson 6.
- FPA Wet dreams leaflet for additional teacher support www.fpa.org.uk/product/wetdreams/



Aim of lesson

- To understand more about wet dreams and masturbation.



Learning outcome

- Pupils can explain what wet dreams are.
- Pupils can explain that some boys have wet dreams, and some don't.
- Pupils can suggest ways to manage wet dreams.
- Pupils can describe what masturbation is.



Key questions

- What is a wet dream?
- Does everyone get wet dreams?
- What can someone do to manage wet dreams?
- What is masturbation?
- Is it OK to masturbate?



Differentiation

- Some pupils may need some 1:1, pre or additional teaching.

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Wet dreams and masturbation



Introduction to lesson and baseline assessment

- Remind/revisit class *ground rules*, particularly focusing on taking care with personal disclosures.
- Inform pupils that today we will continue to look at changes at puberty and today will be focusing on wet dreams and masturbation.
- Ask them if they have heard anything about wet dreams or masturbation, noting down individual ideas and knowledge on sticky notes. Stick the sticky notes on the white board or wall. Explain that wet dreams are something that happens to most boys (or person with a penis) and is a normal process. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

- Open the interaction on the whiteboard. Recap the names and functions with the group (if needed). Watch the animation as the sperm are highlighted with the penis becoming erect and ejaculating. The voiceover will explain what is happening.
- Ask if there are any questions.
- Give the children Worksheet T (i) Tom's wet dreams story.
 - Ask them to talk about it in small groups.
How do they think Tom is feeling?
Is his mum supportive?
What could the boys do if this happens to them at night?
- Bring the group back together to discuss what they could do if this happens so they feel comfortable.
- Hand out the typed-out pupil questions, from the question box, the ones related to penises, masturbation, wet dreams and erections to the groups of pupils and ask them to answer them. This could include some teacher written questions, particularly to ensure masturbation is covered. The teacher can observe the discussions in the groups to assess knowledge and understanding and then add to the explanations using the Teacher helpsheet K. and/ or reading a book that covers these issues in child friendly language.
- During this activity ensure that masturbation is discussed giving clear messages that sometimes boys and girls like to touch their personal, private parts and this can feel comforting and also pleasurable and nice. Explain that this is something that many people do and believe that it is OK to do in the right place e.g. bedroom or home bathroom in private. Also explain that some religions do not think masturbation is the right thing to do and that pupils could try talking with their grown-up about it. Please see Teacher helpsheet K to support these discussions.

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Wet dreams and masturbation



Plenary and endpoint assessment

- Revisit the sticky notes from the start of the lesson and as a class, decide if the information is correct. Where it is incorrect make sure the class know the correct information.



Embedding learning

- Home task: set the home task for all pupils to ask their grown-up to show them how to use the washing machine, whether this is a machine at home or one in the launderette and or making the bed. The home task could include drawing and writing some instructions.

Making babies - sexual intercourse



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Focus on family diversity and celebrate different families.
- Tell pupils that the next few lessons will be learning about how babies come into families, sexual intercourse, pregnancy and birth. Remind them about ground rules, the question box and to speak to someone if they are feeling anxious. Be reassuring about lesson content.
- Be aware of any pupils who are adopted or in care and consider how best to involve and support them in this lesson.
- Read Teacher helpsheet L: How babies are made, prior to lesson and ensure clear messaging is given about family diversity and the different ways children come into families. Ensure you are confident to give inclusive messages related to sexual orientation.



Resources required

- Interactive whiteboard resource: Making babies.
- Worksheet U: Sexual intercourse.
- Teacher helpsheets from Module 2: Lesson 6 Teacher helpsheet E: Sexual body parts - male and Teacher helpsheet F: Sexual body parts - female.
- Age related books on sexual intercourse or how babies are made are available from FPA.



Aim of lesson

- To learn and understand how babies are made.



Learning outcome

- Pupils can describe fertilisation through sexual intercourse.
- Pupils can explain how a baby is made and that different people use different methods to do this.
- Pupils can describe what consent means.
- Pupils know the age of consent.



Key questions

- Why do people have babies?
- How do people have babies?
- What is consent?



Differentiation

- Some 1:1, pre or post teaching may be needed. The additional resources may help this, particularly the story books. Some pupils could be asked to write on the picture ordering activity to explain what each picture shows.

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Making babies - sexual intercourse



Introduction to lesson and baseline assessment

- Revisit class *ground rules* and remind them they can use the question box.
- Remind pupils that we all come from a variety of different families and that within our school/street/town there is a lot of diversity, which is brilliant. You can remind pupils of the Yasmine and Tom lessons they have done in the KS1 and lower KS2. Over the next few lessons, we will look at the different ways' babies are made.
- Ask pupils to work in pairs, with *talk partners* and write down all that they know about how babies come into families; for example, born, adopted, fostered, stepfamilies. Then ask pairs to write down what they know about and are not sure about how human babies are made. Give them the opportunity to write any questions they have. Questions could be done anonymously through the question box. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

- Open the interaction on the whiteboard. Bring up the male and female reproductive system pictures and ask the group what are the names of the parts. This should be a revision from the puberty lesson.
- On the whiteboard show an image of the penis entering the vagina and the journey of the sperm.
- Talk about ejaculation and fertilisation of the egg (see Teacher helpsheet L: How babies are made). Remind pupils that if an egg is not fertilised that the woman will have a period; revisiting learning from previous lesson.
- At the end of the presentation ask pupils if they remember how old (the legal age) you have to be to have sex and ensure they know it is 16 (the current age of consent). Explain when two people both agree that they want to have sex with each other this is called consent. It is very important for people to give and ask for consent before having sex.
- Explain to pupils that all babies are made when an egg and a sperm come together and that today we will be looking at how this happens through sexual intercourse (penis in vaginal sex), and that other ways that babies are made will be explored next lesson.
- Pupils can be invited to add any questions to the question box.
- Ask the members of the class to work individually or with a partner and give them a copy of Worksheet U which has 9 pictures on it.

The pictures are.

- The female reproductive system during/after ovulation.
- A male erection.
- The penis entering the vagina/sexual intercourse.
- Ejaculation.
- Fertilisation/implantation of the egg.
- Pregnancy: 1st trimester.
- Pregnancy: 2nd trimester.
- Pregnancy: 3rd trimester.

Ask the pairs to cut them up and arrange them in the right order. Check everyone has the order right and bring the group back together.

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Making babies - sexual intercourse



Plenary and endpoint assessment

- Pupils could be encouraged to write a description for each picture from the final activity and this could be used to assess their understanding of sexual intercourse.
- Pupils could also revisit the baseline activity and add any new information, answer any questions or change anything they feel now needs altering. KEEP this for next lesson.



Embedding learning

- Have a book box of some age appropriate books on sexual intercourse or how babies are made.
- Display family diversity posters such as those from Stonewall or Out of our children as a reminder of family diversity.



Additional resources to support learning

- Real families rock posters (scroll down the page to find the posters)
<https://www.outforourchildren.org.uk/resources/>*
- Stonewall Different Families, Same Love posters
<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>*

Making babies 2 - assisted fertility and multiple births



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- This lesson has lots of information sharing, but on a topic which pupils often find interesting. It could be supplemented by additional resources or discussion points or broken into two lessons if appropriate.
- Focus on family diversity and celebrate different families
- Tell pupils that the next few lessons will be learning about how babies come into families, sexual intercourse, pregnancy and birth. Remind them about *ground rules*, the question box and to speak to someone if they are feeling anxious. Be reassuring about lesson content.
- Be aware of any pupils who are adopted or in care and consider how best to involve and support them in this lesson. If you have knowledge of children conceived through assisted fertility speak with families about how best to approach this. Be aware that pupils may disclose this during this lesson and have a positive affirming response ready.
- Read Teacher helpsheet M: Assisted fertility prior to lesson and ensure clear messaging is given about family diversity and the different ways children come into families. Ensure you are confident to give inclusive messages related to sexual orientation.



Resources required

- Any questions from the question box from the previous lesson, typed up.
- Interactive whiteboard resource: Assisted fertility.
- Interactive whiteboard resource: Multiple births.
- The Great Big Book of families by Mary Hoffman can be purchased from FPA.



Aim of lesson

- To learn and understand how babies are made.
- To learn about multiple births.



Learning outcome

- Pupils know can explain that some people have help to become pregnant.
- Pupils can explain why some people need assistance to make a baby.
- Pupils can explain describe the difference between identical and non-identical twins.



Key questions

- Why do people have babies?
- How do people have babies?
- Why do some people need help to have a baby?
- Why do some people have more than one baby?

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Making babies 2 - assisted fertility and multiple births



Differentiation

- Some 1:1, pre or post teaching may be needed. The additional resources will support this.



Introduction to lesson and baseline assessment

- Remind/revisit class *ground rules* and particularly the one about not sharing information about ourselves unless it is safe to do so.
- Remind pupils that we all come from a variety of different families and that within our school/street/town there is a lot of diversity, which is brilliant. Just like our families being different the ways babies are made can be different. Respond to the questions from the question box in the previous lesson or give out the questions for groups of pupils to have a go at answering.
- Ask pupils to think back to the last lesson and if they know of any other way babies are made apart from sexual intercourse. Think – pair – share. Pupils may not know any other ways and if this is the case, continue to the next bullet point.



Activities

- Open the assisted fertility animation on the screen. Recap the information from the sexual intercourse (vaginal sex) lesson about how a sperm fertilises an egg.
- Explain that although most babies are conceived through sexual intercourse (vaginal sex), not all are and there are a range of reasons why some people find it difficult to have babies this way. Some will go to the doctor to help them have a baby. See page 1 Teacher helpsheet M: Assisted fertility, click through the pictures that show the stages which are gone through when someone has assisted fertility treatment.
- Tell pupils that there are other ways of having a family which do not involve genetics, such as surrogacy, fostering, adoption. Discuss why there are different ways of bringing babies into families and include reference to families with same sex parents. Ask if there are any questions or encourage the use of the question box.
- Open the multiple births animation on the screen. Advise that assisted fertility may be more likely to result in multiple births; this can also be more common if there is a family history of twins or triplets. Show the pictures of Tom and his mum seeing a friend of theirs, Marie who is having twins. Tom asks his mum how twins happen. Click through the screens which will contain information about how identical twins are made and how nonidentical twins are made.
- Ask the children what the differences might be between being a twin or triplet or not being a twin or triplet. What would it be like to be a sextuplet?

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Making babies 2 - assisted fertility and multiple births



Plenary and endpoint assessment

- Return to the paired baseline sheet from last lesson and in another colour pen update with any new information from today's lesson.
- End with an invitation to write a further question for the question box.



Embedding learning

- Create a cartoon/story board about one of the ways babies are made. This could be done in groups with each group having a different method.



Additional resources to support learning

- Read The Great Big Book of families by Mary Hoffman.



Making babies 3 - pregnancy and birth



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Tell pupils that this is one lesson in a series of lessons about how babies come into families, sexual intercourse, pregnancy and birth. Remind them about *ground rules*, the question box and to speak to someone if they are feeling anxious. Be reassuring about lesson content.
- Be aware of any pupils who are adopted or in care and consider how best to involve and support them in this lesson.
- Read Teacher helpsheet N: Birth, prior to lesson and ensure clear messaging is given about family diversity and the different ways children come into families. Ensure you are confident to give inclusive messages related to sexual orientation.



Resources required

- Pens.
- Paper/whiteboards.
- Interactive whiteboard resource: How babies develop.
- Quiz sheet.
- Answer sheet.
- Making a Baby: An Inclusive Guide to How Every Family Begins by Rachel Greener is available from the FPA.



Aim of lesson

- To learn about pregnancy and how babies develop.



Learning outcome

- Pupils can say how long an average pregnancy lasts.
- Pupils can explain why a pregnancy lasts approximately 40 weeks (9 months).
- Pupils can identify and explain why some things that should and should not be eaten in pregnancy.
- Pupils can explain describe how babies are born (delivered).
- Pupils can work in a group.



Key questions

- How does a baby grow in the uterus?
- How are babies born?
- Does giving birth hurt?

continued...



Making babies 3 - pregnancy and birth



Differentiation

- Some 1:1, pre or post teaching may be needed. The additional resources may help this.



Introduction to lesson

- Remind/revisit class *ground rules*.
- Revisit any questions from those submitted after the previous lesson. Today we will explore how a baby develops in the uterus, how long this takes, and the different ways babies can be born (delivered).



Activities

- Open the how babies develop animation on the screen. Recap using the section about the meeting of the egg and sperm and implantation.
- Ask if anyone knows how long a baby has to stay in the person's uterus (womb) for. Show the group the 3 trimester stages of pregnancy and the baby's development at each stage.
- Watch film clip <https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-the-human-body-grows/zd7rkmn> *
- Ask the group what you should eat or drink a lot of when pregnant. What you should never drink or do, and what you should have in moderation? Have 3 sections for these and ask the children to drag and drop the items in the appropriate section. Discuss why some things should and some things should not be eaten, drunk or used in pregnancy.
- In small groups brainstorm on paper/mini whiteboards what they know about how babies are born. Share answers as a class. Teacher gives a brief description of a baby being born: see Teacher helpsheet N: Birth.

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Making babies 3 - pregnancy and birth



Plenary and endpoint assessment

- In small groups complete the quiz sheet. Swap sheet with another group to mark and go through answers as a class.
- Pupils could again add any new knowledge to the mindmap from lesson 10.
- Ask if any has any final questions for the question box.
- Assess understanding of the key concepts and attitudes by observing discussion and group work.



Embedding learning

- Have age appropriate books that pupils can read such as Making A Baby: An Inclusive Guide to How Every Family Begins by Rachel Greener.



Additional resources to support learning

For further information

- NHS - <https://www.nhs.uk/pregnancy/week-by-week/> *
- BUPA - <https://www.bupa.co.uk/health-information/pregnancy/stages-of-pregnancy> *

