



**Title: How human life begins, pregnancy and birth
Part 2: What babies need to be healthy, happy and safe**

Level: FIRST

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a	<ul style="list-style-type: none"> Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina. Identifies what is needed for growth and development of animals, plants and humans.

The learning intentions and success criteria are met with delivery of both parts of this topic.

Learning intentions

- Children know the names for parts of their body required to understand conception, pregnancy and birth.
- Children understand where living things come from.
- Children understand the needs of a baby and how they are cared for.

Success criteria

- I can explain how human life begins, what pregnancy is and how a baby is born.
- I know, understand, and can discuss some of a baby’s basic needs such as feeding, changing, washing, cuddling and sleeping.
- I can demonstrate some basic skills needed to look after a baby.

Resources to support this activity.

- PowerPoint slides
- Breastfeeding films <https://www.babycentre.co.uk/v25007241/how-to-get-a-comfy-attachmentvideo> (from babycentre.co.uk duration 2 minutes) OR How to breastfeed from Parents magazine (2 minutes 12) : https://youtu.be/qzSB_4rOIJU
- Film: 24 hours with a new born baby (duration 3 minutes 33) <https://youtu.be/m9QndNXcnCU>
- Babies/Dolls with a range of props like nappies, clothes, blankets, crib, bottle

Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

Activity

1. Recap (and discuss as necessary) that in the previous lesson children have been learning about: How babies are made; How in pregnancy the baby grows in the womb; How a baby is born.
2. Explain that in this activity the children will be learning about what a baby needs after it is born and comes home, that they will be considering what a baby needs to be healthy, happy and safe.
3. **Getting ready for a baby:** Ask the children to work in 3s and give each group a piece of paper. Explain that they are to imagine that they are planning for the arrival of a new baby. Ask them to think of all the things a baby will need. Ask them to work in their groups to make a list of all the items a baby might need and the things a family needs to do to prepare for their baby. After some time, come back together and have feedback. Acknowledge what a lot of things a baby needs, and the family needs to think about.
4. **Breastfeeding.** Have children talked about feeding? Some will have experience of breastfeeding at home with younger siblings, perhaps they know they were breast fed? One of these films can be shared, you don't necessarily need the sound on just to take a short while to explore the benefits of breastfeeding. Breastfeeding films <https://www.babycentre.co.uk/v25007241/how-to-get-a-comfy-attachmentvideo> (from babycentre.co.uk duration 2 minutes) OR How to breastfeed from Parents magazine (2 minutes 12) : https://youtu.be/qzSB_4rOIJU
5. **Babies in the class!** Have several dolls for the children to use in this activity. Ask them to imagine that these new babies have arrived in their family. You will need some prop blankets, clothes, crib/cots. Bring the doll(s) into the middle of the circle without any clothing or other props and explain to the class that this will be the class baby/babies for the whole day. Explain that the group/class are going to be taking care of them and learning what a baby needs. Focus on the fragility and vulnerability of the baby and remind the pupils to be gentle with the baby.
 - Remind the pupils that this baby has only just come out of its Mum's womb and the world is very different to the tight, warm space that its used to.
 - What would they like to name their baby/babies?
 - Ask the pupils what their babies will need to be (one at a time/question on slide): Healthy? Happy? Safe? (reflecting back on the earlier conversation where helpful)

Then prompt the pupils with questions around some basic needs and what the children can do to meet them – responding as you go with some role play.

- What does the baby need to put on just in case it does the toilet? (Put a nappy on)
- I think the baby is a wee bit cold – what can we do? (Needs clothes/blanket – have the children use the props)
- I think the baby is maybe hungry – how would we know? Crying? It needs fed. Prompt that some babies drink breast milk from their Mums (the benefits are...), some drink milk from bottles and some drink a mixture.
- The baby is crying – what do you think it needs now? Nappy changes... cuddles and reassurance. What song could we sing?
- After all this the baby is tired – needs to sleep/needs a cuddle/put down – another song to soothe the baby?

Congratulate the class as they baby is now happy, fed and asleep!

Set a clock so that every 30 minutes or so the children are reminded that the baby needs something... so that every child has a chance to give some cuddles, feed the baby, change a nappy, sing a song etc. (You could use this baby crying sound: <https://youtu.be/SuGyPmzHUBE>)

Remember to encourage and acknowledge boys in a nurturing/caregiving role.

6. **24 hours with a new born baby** (duration 3 minutes 33) <https://youtu.be/m9QndNXcnCU> Watch this short film which shows parents and the tasks they have to do to care for their new-born baby, including feeds and nappy changes that are counted though the day. The film gives opportunities to talk about all the basic routines and needs of the day. You also see the baby having their birth registered.
7. **To end** have the children think about and discuss these questions (see slide): *What would be the best thing about being a mum or dad? What would be the hardest thing about looking after a baby? Who thinks they would like to be a parent one day?* If you have been caring for your baby/babies throughout the day end with some goodbyes to them.

Additional ideas

You can continue the lesson or come back to this opportunity later. This CBBC documentary extends learning and discussion about sibling relationships – from new babies arriving to growing up with siblings. Deals with sibling support and fun together and some examples of when siblings are separated.

Brothers and Sisters: A Newsround Special (duration 13 minutes 57)

<https://www.bbc.co.uk/newsround/35587829>

Further learning activities are available that connect to this RSHP curriculum content

- How human life begins, pregnancy and birth

Things to remember

- Care experienced children in your class/group may not live with their birth parent(s). Some children may be separated from their siblings.
- Sometimes care experienced children or children who are Young Carers have had more responsibilities with younger siblings - this is something that can be focussed on as a positive aspect of their experience.
- ASD/Autistic pupils may struggle with change and their lack of social imagination may limit their ability to imagine a life with a new-born baby. Additionally, change that comes with a new sibling may be a challenge at home for some children. Acknowledging that the changes with a new baby can sometimes be difficult may be useful.

Practitioner Notes