

## Lesson two: My body



### Lesson aim:

Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.



### Learning outcomes:

- I can name the sexual organs of a man and a woman
- I know how a man and a woman have sexual intercourse
- I understand how sexual intercourse can lead to reproduction



### Resources required:

- Resource sheet: Male sexual organs
- Resource sheet: Female sexual organs
- Resource sheet: Sexual intercourse cards
- Resource sheet: Conception cards
- Plasticine

## Key words: sexual intercourse, conception

### Teacher notes:

Give pupils prior notice of this lesson. It may be helpful to invite pupils to put any questions related to the lesson that they would like to ask in an 'ask-it' basket prior to the lesson. This will provide a useful form of baseline assessment, ensuring the lesson is pitched at a relevant level.

It may be necessary to acknowledge:

- People can have sex in different ways, including two men and two women
- People do not always have sexual intercourse to make a baby but may also enjoy sex for pleasure.
- People can conceive a baby scientifically

If the question of how people of the same gender have sex and your school permits discussion of this, you could say: 'People have sex in different ways. What matters is that both people respect each other and agree to what is happening. No one should ever do anything that they are uncomfortable or unwilling to do'. You could also acknowledge that they are likely to learn more about this in KS3 and KS4.

When talking about the body, especially in Activity three, encourage pupils to use correct scientific terminology to describe sexual intercourse and conception.

## Begin the lesson by...

Explaining that in this lesson we will be learning about how the male and female sexual parts of the body work to conceive a baby through sexual intercourse. Sexual intercourse is a physical activity that a man and a woman do to conceive a baby. Reassure pupils that sexual intercourse is a natural activity and that there is nothing for them to feel uncomfortable or embarrassed about when they are discussing the sexual parts of the body, sexual intercourse or conception. Remind pupils of the working agreement.



### Activity one: Puberty preparations

Remind pupils that the physical changes of puberty allow for the transition of child to adult, enabling the body to prepare for being able to reproduce. Ask pupils to suggest ways that the body changes during puberty to prepare for this. Suggestions may include:

#### Girls:

- **Hips grow wider** (this is to allow for child birth)
- **Breasts and nipples gradually grow larger and nipples may darken in colours** (to assist breast feeding)
- **Ovaries slowly grow larger** (this is where the eggs are stored)
- **Menstruation (or periods) start** (this is when an egg is released from the ovaries every month and passes through the womb, leaving the body with the womb lining and blood)

#### Boys:

- Penis gradually grows larger
- Testicles gradually grow larger and start to make sperm
- The penis may experience erections and ejaculate sperm, sometimes as a wet dream

Divide the class into six groups. Provide each group with a male sexual organs worksheet and set of labels, dividing the labels equally between the pupils. Read out the labels from the worksheet so pupils are aware of the correct pronunciation. Ask the pupil who has the corresponding label to hold it up to check that pupils understand what the labels say.

Tell the pupils to take it in turns to read their label, description and take responsibility for placing their own label where they think it should go on the male sexual organs worksheet. Task the group to work together to check and agree that the placement of all the labels is correct.

Circulate around the classroom to check the answers are correct group by group. This prevents any group from feeling embarrassed by any inaccuracies in their knowledge. Advise the groups to display the correctly labelled diagrams on their tables for reference during the following activities, as it may help them to understand sexual intercourse and conception.

Repeat the above for the female sexual organs worksheet.



## Activity two: Sexual intercourse

Ask pupils to remain in the same groups as they did for Activity one. Tell pupils they are now going to learn how a man and a woman have sexual intercourse. Give each group a set of sexual intercourse cards. Tell the groups to order the cards as you read out the process of sexual intercourse:

1. Sexual intercourse begins with a man and a woman touching each other's bodies. They may be naked and they may touch their own and each other's bodies, including their sexual organs (penis/testicles and vulva/vagina). This should feel comfortable and enjoyable.
2. The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.
3. The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.
4. After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen, which contains sperm.

Circulate around the room to check the answers are correct group by group. This prevents any group from feeling embarrassed by any inaccuracies in their knowledge. Tell the class that they have now learned how a man and a woman have sexual intercourse.



## Activity three: Conception

Ask pupils to remain in the same groups they did for Activity one and two. Tell pupils they are now going to learn how a sexual intercourse can lead to the conception of a baby. Give each group a set of conception cards. Tell the groups to order the cards, adding to their previous cards, as you read out the process of conception:

5. A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.
6. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb.
7. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.

Check that each group has ordered the additional cards correctly.

Once the pupils have ordered the conception cards correctly, give each group one of the following stages of sexual intercourse and conception:

1. The woman's vagina becomes wet and her clitoris may become hard. The man's penis changes from being soft to being hard, this is called an erection.
2. The man slides his erect penis inside the woman's wet vagina. This should not hurt as the vagina is wet and stretches to accommodate the penis. The man and woman move their bodies so that the penis slides backwards and forwards inside the vagina.
3. After the man and woman have had sexual intercourse for a while, the man's penis ejaculates a white sticky fluid called semen which contains sperm.
4. A woman releases an egg from her ovary every month. It travels down the fallopian tube and into the womb.
5. Sperm is ejaculated from the erect penis into the vagina. The sperm swims from the vagina to the womb.
6. If the sperm reaches an egg, one sperm will fertilise the egg to make a baby.
7. The fertilised egg starts to grow inside the uterus.
8. After approximately nine months the baby is ready to be born. It leaves the body through the vagina, which stretches to allow the baby to pass through.

Provide each group with some plasticine. Tell each group to model their conception card using the plasticine provided. The model can be interactive if this helps to demonstrate their stage in the process of conception. Advise the groups that they will need to use their model to help explain their stage of the process of conception to the rest of the class. Instruct the class to carousel around each of the models in the order listed above, while the appropriate group explains their model to the rest of the class. They can explain this using their own words, reading out from the card or you can read this for them. After each model demonstration, ask pupils if they have any questions and answer accordingly. The models can be used to help illustrate the answer if helpful.



## Extension:

Divide the class into small groups and explain that they are going to play a game of 'Sexual Intercourse and Conception Draw'. Tell pupils to shuffle the conception cards so they are in a random order and turn the pile face down. Starting with the next person who will have a birthday, instruct the groups to work clockwise throughout the game.

Tell pupils to take it in turns to select a sexual intercourse or conception card, which they must not show to the other players and draw that stage. Remind pupils that no talking is allowed by the 'artist', and no words can be written down. The other pupils need to guess the stage of conception. Once correctly guessed the card can be turned face up next to the drawing. The winning team is the first to correctly guess all the conception cards.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Congratulate pupils on their positive behaviour throughout the lesson if appropriate. Remind pupils that sexual intercourse should only take place when both people are happy for it to happen. Reassure pupils that they do not need to feel embarrassed or uncomfortable to discuss sexual intercourse or conception, it is a natural activity. Signpost pupils to who they can talk to in school if they have any questions or concerns about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils correctly labelled both male and female reproductive diagrams.

**Activity two:** Pupils correctly ordered stages of sexual intercourse and conception, using diagram and description cards.

**Activity three:** Pupils created plasticine models of a stage of sexual intercourse or conception and confidently demonstrated their model in small groups to the rest of the class, using the correct terminology.

**Evidence of assessment:** Labelled reproductive diagrams, conception models.