

Learning Objective: Relationships		Learning Outcomes: <ul style="list-style-type: none"> • To understand that families can be different • To respect all types of family • To know why my family is special • To understand how families should care for each other • To recognise a healthy family life • To know who can help when family life makes you unhappy 	
Vocabulary: Like, dislike, special, features, strengths, common, similar, different, gender, family, belong, school, friends, clubs, love, care, trust, trusted, community		Thinking Skills: <ul style="list-style-type: none"> • Identify big ideas in a stimulus and ask questions related to these • Support and build on the ideas of others • Keep focussed on the matter at hand • Explain how ideas are linked • Explore a range of different possibilities 	
Suggested Lessons	Aims of Sessions:	Content:	
	Recap of prior learning:		
1	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know about different community groups I am a part of • To understand the different people in my family • To compare different types of families • To recognise how different people care for me 	<p>L.O. To understand that families can be different</p> <p>Skills Focus: Explore a range of different possibilities</p> <p>Show the children the word family. What does this mean to them and can anyone give an example of what their family looks like? Children to provide responses. From this, highlight the fact that some families are different. If necessary, provide examples of different families from pop culture e.g. Harry Potter might consider the Weasleys family, as he is so close to them. Tracy Beaker might consider the other children at the 'dumping ground' to be her family.</p> <p>Use the range of examples as a springboard to create a class definition of what a family is. E.g. A group of people who love or care for one another.</p> <p>Activity – Model using playdoh, plasticine or even clay to create a 3D model of your own family. Show the children how to make the different people in it and then set them off to create their own.</p> <p>Challenge – can you use card to create a background, which would be your home?</p> <p>Bring the children together at the end of the lesson or the following day to share their families. Are they all the same?</p>	

<p>2</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know about different community groups I am a part of • To understand the different people in my family • To compare different types of families • To recognise how different people care for me 	<p>L.O. To respect all types of family</p> <p>Skills Focus: Explore a range of different possibilities</p> <p>Recap the previous lesson about different types of families. Ask the children to give a few different examples and revisit the definition of what makes a family e.g. A group of people who love or care for one another.</p> <p>Read ‘And Tango Makes Three’ by Justin Richardson to the children. Following on from this ask the children who was the family in the story.</p> <p>Explain to the children that Roy and Silo paired with each other. Explain that some families might have two daddies or two mummies. Explain that two people of the same gender can also raise a child and form a family.</p> <p>There are some terms for these couples such as gay or lesbian. When do you think you should use these terms? Explain that some people use these terms in a negative way and this shows very little respect to them or their families. Highlight that you should not use these terms in a negative way as when it is used in this way it may hurt people’s feelings, much like when people use terms like stupid, idiot or other cruel words.</p> <p>Activity – Give children a sheet with four grids in them. Challenge them to try to draw four different types of family.</p>
<p>3</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know about different community groups I am a part of • To understand the different people in my family • To compare different types of families • To recognise how different people care for me 	<p>L.O. To know why my family is special</p> <p>Skills Focus: Keep focussed on the matter at hand</p> <p>Go back to the lesson where the children make different models of their families. Highlight that we know all families are different but do these differences also make them special?</p> <p>Send the children back into small groups and using their models ask them to share what different things they do with their families. Are there any religious celebrations they do? What do they do at the weekends, does in anyone in their families have special talents?</p> <p>Bring the children back together and ask them to share some examples. Highlight that what makes a family special is often what makes them different; however, one similarity is that they often involve spending time together. Some may go on holidays, some may have film nights, and some may like to go for bike rides.</p>
<p>4</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know about different community groups I am a part of 	<p>L.O. To recognise a healthy family life To understand how families should care for each other</p> <p>Skills Focus: Identify big ideas in a stimulus and ask questions related to these</p>

	<ul style="list-style-type: none"> • To understand the different people in my family • To compare different types of families • To recognise how different people care for me • To know who to tell if I'm worried • To know how actions can affect others feelings • To recognise why someone needs help and what you can do • To be resilient when asking for help 	<p>Recap the previous lesson and again go back to the definition of what makes a family (A group of people who love and care for one another)</p> <p>Highlight within the words love and care, make a note of these on the flipchart, and then ask the children to discuss different ways their own families show love or care for them.</p> <p>Bring the class together and highlight all of the different suggestions the children have given and explain that if a family has these elements then we would consider it a healthy family. If you not being cared for or loved then it may be an unhealthy family (really focus on the qualities that these families bring and not the material things).</p> <p>Activity – Children to use the examples to create a thank you card to show gratitude for someone in their family who has shown them love or cares for them. Children can take ideas from the flipchart and encourage the children to think about someone who they may have not said thank you to in a while e.g. sister, grandparent etc.</p>
<p>5</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know about different community groups I am a part of • To understand the different people in my family • To compare different types of families • To recognise how different people care for me • To know who to tell if I'm worried • To know how actions can affect others feelings • To recognise why someone needs help and what you can do • To be resilient when asking for help 	<p>L.O. To know who can help you when family life makes you unhappy</p> <p>Skills Focus: Support and build on the ideas of other and explain how ideas are linked</p> <p>(If your school has access to a family liaison office or pastoral care worker then you may want to involve them in the lesson so the children are clear on their role and how they can support children within the school)</p> <p>Go back to the lesson on healthy families and bring out the chart with the different ways a family may love or care for you.</p> <p>Explain that sometimes families do have difficulties and may struggle in lots of different ways. Sadly, this can sometimes affect the children in a family in a negative way.</p> <p>Whom could you talk to if you were having a problem at home? Could it be anyone in the school?</p> <p>Highlight that sometimes it's hard to discuss these things as you may be at home. Introduce the NSPCC and Childline – mentioned in KS1</p> <p>Show the below video (check the video beforehand as it may include content that would resonate with children in the class) https://www.childline.org.uk/toolbox/videos/bullying-family-issues/</p> <p>There are many ways to contact Childline, one being by phone with the following number 0800 1111.</p>

		<p>Activity – There may be many children who could get help from Childline but they may not know the number or what Childline does. Task the children with creating a poster that includes the number and how they could help.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> • That families don't all have the same structure* • That positive family life often includes shared experiences, e.g. celebrations, special days or holidays • How people within families should care for each other and the different ways they demonstrate this • How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
<p>Resources needed for project:</p>		<p>Books or video links Bibs Scenario cards NSPCC Posters</p>
<p>Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p>SEND:</p>		<p>Scaffolds or in class support</p>