

Family and friends

Year: Y3

Subjects and Issues

◆Diversity ◆Friendship ◆Positive relationships ◆Respect ◆Stereotypes ◆Tolerance ◆Family ◆Relationships Education (formerly SRE or RSE) ◆LGBT ◆Adoption

Please note: care and sensitivity is needed when talking about families. It is important to explain that the word 'family' means different things to different people and that whatever it means to each person should be respected.

Be mindful of the different 'family' circumstances that there might be within the class - estranged, fostered, adopted, blended - and that in some cases this information is not always known by the school. Modelling a non-judgemental and respectful approach will encourage the children to do the same.

Introduction

Circle activity: *Change to....*

Sitting in a circle, everyone has to keep watch to ensure that they are doing the same as everyone else.

Explain that everyone should try and follow what is being done. Lead off by showing the children the first movement; everyone has to follow.

At various times change the action: e.g. tapping right heel; shrugging shoulders; circling fingers etc.

Continue in this way for a couple of minutes, finally ending with waving hand.

Thank the pupils for their concentration and ability to detect and copy the movements correctly.

What was the final action, can anyone remember? [A wave of the hand.]

What reason do people usually use this gesture for?

Who would you wave to? [people you know: friends, family, acquaintances, neighbours.]

Who wouldn't you wave to and why not? [strangers]

Explain that the session is going to focus on the different types of relationships people have.

Activity

Challenge the children to name as many types of relationships as possible within 1 minute.

Show the list of different types of relationship (provided - see IWB slide in Resources needed area).

Ask the children to spot the ones that they said.

They may not have mentioned 'adopted family' or 'foster family' or 'same-sex couple'. Draw attention to these and give the following definitions:

- When someone is **adopted** it means that they have become part of a new family who wants to love and take care of them forever, because their own family can't keep them safe.
- Sometimes children are **fostered** because their own family can't keep them safe. Fostering isn't always forever like adoption but sometimes children stay with their foster families for a long time. Sometimes they are later adopted by their foster families.
- A **same-sex couple** is when two men or two women love and care for each other and choose to spend their lives together. In this country, same-sex couples can get married and might choose to have a family.

Put the children into 6 groups. Tell them they are going to be detectives. Give each group one of the photos from the *Different types of families* Picture resource set. (There is one extra photo to allow you to choose the most appropriate images). You can also give them a copy of the *Family and friends* Activity sheet for reference, if you think this would be useful, or just show this on the IWB.

Ask the children to look at their photo and to discuss how many different relationships (from the list on the IWB) there might be in the photo.

Then ask them to make up a story about the people in their photo, who they are and how they are related. Remind them to:

- Refer to the list on the IWB
- Be respectful about different types of relationships

Ask the groups to share their picture's family stories.

If they are tending to create stereotypical families, perhaps you could say "Oh it's interesting that you thought that. When I looked at that photo, I thought that they might be..." Or ask the class for other ideas.

Thank the children for their work.

Plenary

Remind the children of the importance of having family and friends; they provide each of us with so many things.

Summarise this session by asking the children to name some things that we get from our family and friends that make us feel happy and safe.

Also explain that if someone felt that a member (or members) of their family was making them feel unhappy or unsafe, it is very important for them to find another trusted adult outside of the family that they could talk to about how they are feeling. Can anyone suggest who they might be able to talk to? (Examples could include: a safe adult at school, such as a teacher, teaching assistant or lunchtime supervisor.)

Conclude with everyone completing the sentence in turn:

A really special person for me is my because

Learning Outcomes

Children will be able to:

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'