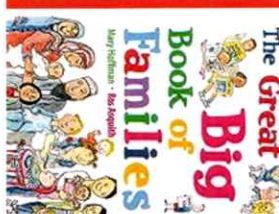
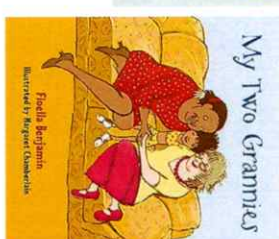
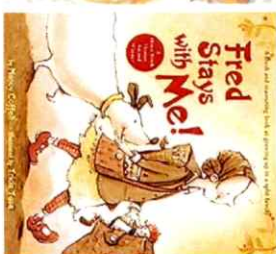
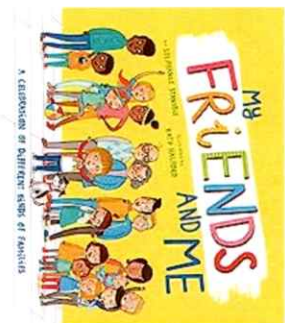


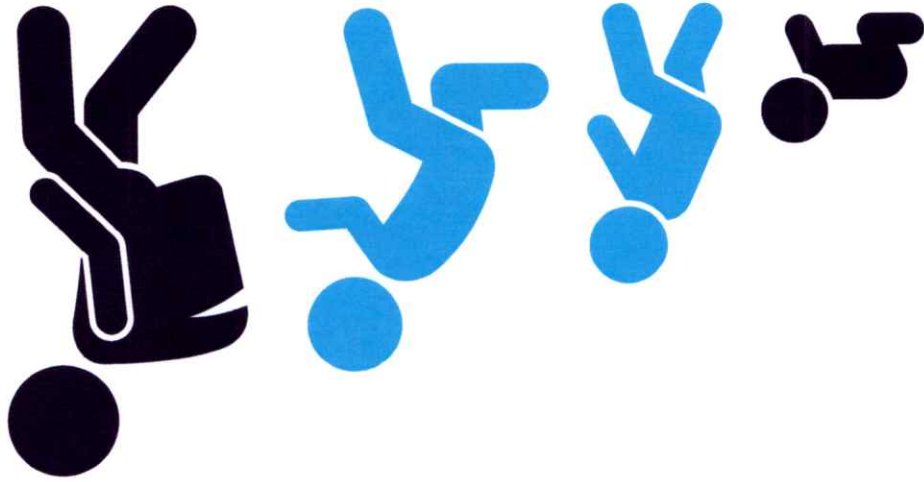
Relationships - Friends and Families	Relationships - Friends and Families <u>What makes a family: features of family life</u> PSHE Association Programme of Study Refs: R1, R6, R7, R8, R9 • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe Lesson Sequence: PRE-ASSESSMENT 1. Understand what makes a good friend (Medway lesson) 2. Know how to maintain friendships (Medway lesson) 3. Understand the importance of family relationships (PSHE Association lesson) 4. Identify different sorts of families 5. Recognise problems in family relationships and know when to ask for help (Childline link) POST-ASSESSMENT	<u>Links and resources</u> • Link to class contract - How can we get along with each other by respecting our differences? • Link to values (respect/unity) and dispositions (reflective/collaborative). Lesson slides and resources P Lesson 1 slides M Medway RSE 2022 Year 3.pdf P Lesson 2 slides M Medway RSE 2022 Year 3.pdf P Lesson 3 slides M KS2 Families Lesson Plans and Resources.pdf P Lesson 4 slides M Lesson 4 families mind map template M Lesson 4 resources P Lesson 5 slides
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Picture Books to Support this Learning



Changing and growing up

Lesson plans and resources for Year 3



Lesson plans.....2

Lesson 1 : What makes a good friend.....2

Lesson 2 : Falling out with friends.....6

Resources.....10

Lesson 1.....10

Lesson 2.....15

This is the first of two lessons on the theme of friendship for year 3 pupils. This lesson builds on pupils' key stage one learning about special people by developing their understanding of close networks and friendships.

Learning objective	Learning outcomes	Resources required
☒ We are learning: about friendship, including why it is important and what makes a good friend	☒ I can recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which they belong, neighbours) ☒ I can explain why friendship and having friends is valuable ☒ I can describe how friends show they care for and value each other ☒ I can evaluate what is most important in a friendship	☒ Box or envelope for anonymous questions ☒ Children's story: <i>Grandfather and I</i> by Helen E Buckley (a video of this being read is available online) ☒ Resource 1: Good friends case studies (1 case study per group) ☒ Resource 2: Friendship statements (1 per pupil who needs support) ☒ Resource 3: Ideas bank (1 per small group of pupils) ☒ Resource 3a: Ideas bank — support (1 per pupil or group who need support) ☒ Resource 4: Friendship zones of relevance (1 per small group of pupils)

Activity	Description	Time
Introduction	Introduce learning objectives and outcomes and revisit ground rules.	2
Baseline assessment	Pupils record their responses to the questions: <i>What makes a good friend?</i> and <i>Why is friendship important?</i>	8
Relationships brainstorm	Create a class brainstorm showing different types of relationships, including friendships.	5
Importance of friendship	Pupils work in pairs to complete a sentence starter: <i>Friendship is important because...</i>	5
Good friends case studies	In pairs, pupils read case studies about different friendships and list the qualities of a good friend.	15
Friendship zones of relevance	Pupils work in small groups to complete a zones of relevance activity about what is more or less important in friendship.	15
Reflection and endpoint assessment	Pupils revisit the baseline assessment activity and demonstrate their learning.	7
Signpost support	Pupils are reminded about sources of support they can turn to if they have worries or questions on the topic of friendship.	3

Climate for learning	Key words	Introduction	Baseline assessment activity	Baseline assessment	Core activities
Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.	friend, friendship, special, close, caring, valuable, different, qualities, important	2 mins Briefly introduce today's learning objective and outcomes and remind pupils about the agreed class ground rules.	8 mins Using slide 4, ask pupils to imagine that a child in year 1 has the following questions for them: 1. What makes a good friend? 2. Why is friendship important? Ask pupils to reflect silently on each for a few moments before recording their responses in their exercise books. As this is a baseline assessment, pupils should work individually but reassure them not to worry about spelling; you are just interested in their first ideas. Observe pupils' responses (for example, by circulating while they work) to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions or gaps that need addressing. Ask pupils not to amend or change their answers during the lesson; they will have an opportunity to revisit their ideas at the end.	Relationships brainstorm 5 mins Use slide 5 or write the word 'relationships' in the centre of the whiteboard or a piece of flipchart paper. Ask pupils to help you brainstorm different types of relationships. If needed, suggest an example, such as 'family' or 'players in a team'. Next ask pupils, 'Which of these relationships could be friendships?' and draw out that a person could have friendships within any of these groups. Explain that most people will have different types of relationships in their life; some might be friendships (for example, friends at school or friends in their family) while others might be 'acquaintances', or people they know, but less well (such as neighbours). Emphasise that this will look different for everybody. Suggestions might include: school friends, classmates; best friends; team-mates; family (parents, grandparents, siblings, aunts/uncles, cousins); neighbours; people from clubs, communities and religious groups; imaginary friends. Pupils might also mention 'online friends'. Acknowledge that some friends communicate online, while reiterating the importance of following safety rules if in contact with others online. Remind the pupils that most social media and gaming sites have a minimum age of 13.	

Ask pupils to work in pairs to complete the sentence on slide 6: **Friendship is important because...**

Pupils can write their sentence and then read them aloud to the rest of the class. Pupil responses will vary but might include that friendship is important because it means having someone to play and laugh with, that it can be fun, that it gives people someone to share things with, and it can help people to feel good.

Provide pairs of pupils with a copy of one case study from **Resource 1: Good friends case studies**. Ask them to read it and discuss what makes the friendship positive or good. Take feedback from the class making a list of all the different qualities that make a good friendship.

Ideas that might come out of the case studies include: having fun / laughing together, trusting each other, listening, encouraging / helping each other, sharing interests etc. Pupils can also add additional ideas that may not be mentioned in the case studies.

Support: Pupils read the adapted worksheet **Resource 2: Friendship statements** and tick to say whether the statement applies always / sometimes / never.

Challenge: Provide more than one case study per pair and ask pupils to make their own list of qualities that make a good friendship.

Provide groups with **Resource 3: Ideas bank** – things that might be features of a friendship – and ask them to consider what is more or less important. Groups can record their ideas as indicated on **Resource 4: Friendship zones of relevance**. They can choose some or all of the suggestions and might also choose to add some of their own ideas.

Support: Give pupils **Resource 3a: Ideas bank – support** which has picture cards that they can move into position on the zones of relevance.

Challenge: Pupils add their own ideas to the zones of relevance.

Bring the class back together and ask groups to share and, where appropriate, justify some of their choices.

Establish that one group's zones of relevance might look a little different from another's because different things will be important to different people, and to the different friendships they have. For example, 'see each other often' might be more important for some friends, while others might find they can go for a while without seeing each other, but they still enjoy spending time together when they do. Similarly, some people might like to 'give hugs / high fives' to their friends, while others might like to use different ways to communicate their affection.

However, groups should have identified some of the following ideas as more/not important:

- **more important** – speaking politely to each other, encouraging each other, listening, sharing, being kind, helping each other, cheering each other up if one person is sad

- **not important** – wearing the same clothes, being the same religion, not having any other friends

Friendship poem/rap/song

- Pupils can work as a whole class, or in small groups, to make a poem, rap or song about friendship that:
- says why friendship is important
 - includes some of the qualities of a friend
- You may wish to share some examples to inspire pupils, such as an acrostic poem that spells out 'friend': (F-friends are people we can count on, and who show..., R-respect, I-interest in our lives F-encourage us when things are tough, are N-non-judgemental, D-dependable)

Signposting support

Emphasise that if pupils have any questions or worries about friendship or anything else that has arisen from the lesson, they can always speak to an adult they trust at home, outside the family or at school (for example, a teacher or midday supervisor).

There are also organisations that can help, like Childline who have a free telephone service: 0800 1111 1111.

Reflection and endpoint assessment

Ask pupils to return to their responses to the question: 'What makes a good friend?' completed at the beginning of the lesson. With a different coloured pen or pencil, ask them to add to or amend their response to show how their thinking might have changed, or anything new they have learnt, as a result of the lesson.

3 mins

7 mins

This lesson follows on from the previous year 3 lesson – What makes a good friend? Sometimes, even good friends can ‘fall out’ or have disagreements but it is important that pupils learn that there are ways they can manage this if it happens to them.

Learning objective	Learning outcomes	Resources required
✓ We are learning: ✓ how to maintain good friendships ✓ about solving disagreements and conflicts with peers	✓ I can identify what helps maintain friendships ✓ I can describe feelings when disagreements and conflict occur ✓ I can identify what can help and not help if there are friendship problems ✓ I can demonstrate strategies for solving arguments with peers	✓ Box or envelope for anonymous questions ✓ Resource 1: Friendship circles (baseline and end-point assessment — 1 copy per pupil) ✓ Resource 2: Falling out concept image enlarged copy for display (alternatively, display and add ideas to slide 8) ✓ Resource 3: Friendship forum posts (1 per pair of pupils or copies of all for challenge activity) ✓ Resource 3a: Friendship forum post - support (1 per pupil who needs support) ✓ Optional: long piece of wool <i>From previous lesson (year 3, lesson 1)</i> ✓ Resource 1: good friends case studies for reference

Activity	Description	Time
Introduction	Introduce learning objectives and outcomes and revisit ground rules.	2
Baseline assessment	Pupils consider how good friends behave – what they always, sometimes and never do.	5
Friendship chains	Pupils briefly recap what makes a strong or good friendship.	5
Feelings bubbles	As a class, pupils explore how it feels to fall out with a friend.	5
Falling out concept cartoon	Pupils describe and evaluate possible strategies to repair a friendship.	15
Friendship advice	Pupils work in pairs to give advice in response to forum posts from children who are having friendship troubles.	15
Reflection and endpoint assessment	Pupils reflect on their learning and repeat the baseline assessment activity to see how their understanding has changed.	10
Signpost support	Pupils are reminded about sources of support they can turn to if they have worries on the topic of friendship and falling out.	3

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication and handling questions effectively.

friend, friendship, argument, falling out, making up, apologise, solution

Baseline assessment activity

5 mins

Ask the class to imagine a group of friends and the things they might do to remain good friends. Pupils work individually to complete sentence starters using **Resource 1: Friendship circles**.

Allow pupils to record ideas independently and observe their responses to gauge their existing knowledge, understanding and attitudes, as well as any misconceptions or gaps that need addressing. Once pupils have recorded some ideas individually, ask them to put their work to one side (it will be returned to at the end of the lesson) and share some of their ideas with the class.

Friendship chains

5 mins

Ask pupils to think back to the previous lesson on what makes a good (positive/strong) friendship. Make a list on the flipchart or refer back to the list made in the previous lesson.

Optional: To create a visual demonstration of positive/strong friendship, ask 2–4 pupils to stand together and hold a piece of wool between them to represent a friendship circle. Pupils can take it in turns to say something that makes a strong friendship. They should pass the wool onto the next person as they do so. As the wool strands double up, the links between the pupils will become thicker and stronger —demonstrating how the friendship chain becomes stronger too.

Pupils' suggestions will vary but might include: being kind/caring, encouraging each other, sharing, communicating with each other (e.g. by listening), celebrating each other's achievements, helping each other, letting their friend play/spend time with others if they want to.

Feelings bubbles

5 mins

Explain that sometimes even really close friends might have arguments or fall out.

If you are using the visual demonstration from the activity above, you could show this by asking one of the pupils to drop their piece of wool and possibly cutting some of the strands. If time allows and it feels appropriate with your class, ask pupils to share some possible reasons why children might fall out or argue. Remind pupils to think of general examples and not to name names or tell stories of others in the class. Alternatively, use slide 6 to give pupils a brief overview of reasons why children might fall out.

Draw circles on the whiteboard or use slide 7. Ask individual pupils to come up to the board and write a descriptive word in one of the circles about how someone might feel if they argue with a friend (e.g. frustrated, sad, upset, annoyed, lonely, regretful, scared, jealous). Repeat until all circles are full. Using the ideas pupils have shared, establish that arguments can prompt difficult feelings for everyone involved.

Display slide 8 or a printed, enlarged version of **Resource 2: Falling out concept image**.

Ask pupils to imagine the children in the picture have had an argument or have fallen out. As a class, discuss what the children could do or say next and write a different idea in each box. Include at least one example of asking for help from a trusted adult as well as one other 'good' idea (e.g. give each other some time to cool off and then talk it through respectfully) and one 'not-so-good idea' (e.g. decide to get their own back).

Pupils work in pairs to decide which would be the best response and which would be the worst response, explaining their thinking. Take feedback.

During the feedback discussion, draw out that the best action can depend on how the friends are feeling and what has caused the argument. If one or both of the friends are experiencing big or strong feelings, a 'cooling off' period can be useful before any action is taken. Sometimes, it might be useful for the friend to explain to the other person how their actions made them feel. Another option is to say sorry or talk about what happened together, respectfully listening to the other person's point of view. However, if the children feel they can't mend things by themselves, this is a good time to ask for an adult's help. If someone sees or experiences bullying behaviour, they should always tell a trusted adult.

Friendship advice

15 mins

Remind pupils of Lesson 1 Resource 1: Good friends case studies, which they looked at in the previous lesson. Organise the pupils into the same pairs they worked in for the previous lesson and give them a copy of the corresponding **Resource 3: Friendship forum posts**. Pupils read what has happened to the characters. Imagining they are part of an online friendship forum, giving advice to children who have argued with their friends – they should work in pairs to respond to the post, providing some ideas of how to manage the situation.

Pupils suggestions will vary but might include ideas such as:

- **Post A** – Tu could talk to Charlie about how they are feeling, or talk to a trusted adult at home or at school for advice.
- **Post B** – If Logan enjoys football, he shouldn't give it up. He could speak to a trusted adult about the other children's behaviour, he could find some other friends to play football or a different game with him.
- **Post C** – Pupils could reassure Sam that they didn't do anything wrong – it is not Sam's fault that their friend shouted. Sam could tell the teacher or another trusted adult at school or at home about what happened. That way they can help sort things out before the end of the project and speaking to someone might help Sam feel less worried.
- **Post D** – Dana could say sorry to Mr G and explain it was an accident. It could help Dana to remember that just because a friend gets cross, it doesn't mean the friendship is over.

Support: Pupils can use **Resource 3a: Friendship forum post – support**, selecting the three most useful strategies and explaining their choices.

Challenge: After solving the initial friendship problem, pupils write some general advice for the friendship forum page, giving top tips to children who have fallen out with a friend/friendship group.

Reflection and endpoint assessment

10 mins

Briefly, bring the class back together and show slide 11. Pupils should think back to the group of friends they were introduced to in the baseline assessment activity, imagining that they had a falling out. Ask pupils to reflect on their learning by suggesting different ways the friends in the friendship circle could help mend the friendship.

Responses might include: they could talk respectfully together about the issue, have a 'cooling off' period to help with strong feelings, talk to each other about how they are feeling, say sorry, make a plan for what they might do differently next time or ask a trusted adult for help.

If you used the visual demonstration of the friendship chain, recreate this, but this time picking up the wool that was dropped between the friends and maybe by tying a knot in the middle to demonstrate how the friendship is now stronger – even though there was an argument. Ask pupils to return to **Resource 1: Friendship circles** from the beginning of the lesson. With a different coloured pen or pencil, ask them to add to or amend their response to show their learning and how their understanding might have changed as a result of the lesson. This can be used as evidence of learning and progress, and also to inform further teaching.

Signposting support

3 mins

Emphasise that if pupils have any worries about friendships or falling out with friends (whether online or offline), or if they feel lonely or excluded, they can always speak to an adult they trust. This could be an adult in school (for example, a teacher or midday supervisor) or an adult outside of school (for example, a family member). Remind pupils that if a child is experiencing bullying, they should always speak to an adult as soon as possible.

There are also organisations that can help, like Childline who have a free telephone service: 0800 1111.

Extension activity

What happened next?...

Using one of the examples from **Resource 1: Good friends case studies** (from lesson 1) and **Resource 3: Friendship forum posts**, ask pupils to write a short account of 'what happened next' to their character, when they followed the advice pupils provided in the 'Friendship advice' activity. This could be presented through a story board or a short paragraph focussing on how the friendship was resolved.



Tu and Charlie are best friends. They like doing everything together and like all the same things too. Some days they even like wearing the same types of clothes as each other. They love telling each other jokes and are always giggling and laughing together. They share all their favourite things with each other. If either of them is worried about something, they can always talk about it to the other and know they'll listen. When they are allowed, they visit each other's house to play. They buy each other the best presents for birthdays and choose little gifts for each other from their holidays.

Sharma, Alex, Clare and Logan love playing football. They play every lunchtime at school, as well as at after-school club and often meet up for a kick-about at weekends in the park too. They help each other practise their skills and keep score of who is the best at penalty shoot-out.

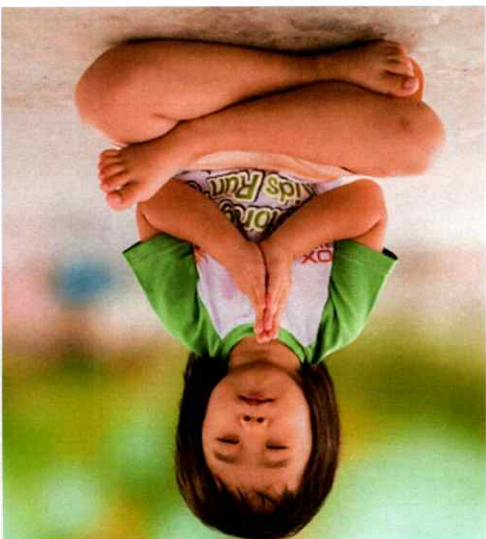
They always cheer each other on and high five after every goal! If one of them falls over on the pitch, the others always go over to help them up and check they are ok. They encourage each other on the pitch and don't get cross or laugh at each other if one of them misses the ball.

Brooke, Sam and Li are in the same class at school. Sometimes they sit together and sometimes they don't, but they do often work together in class. They love a challenge and trying to come up with the best ideas. If one of them gets stuck, they try to help and they give each other pointers on how they can improve their work. When they are asked to choose the class story, they take a vote between them, and they always help each other to tidy up. They don't really play together outside school as they all have other friends too, but they do look out for each other.

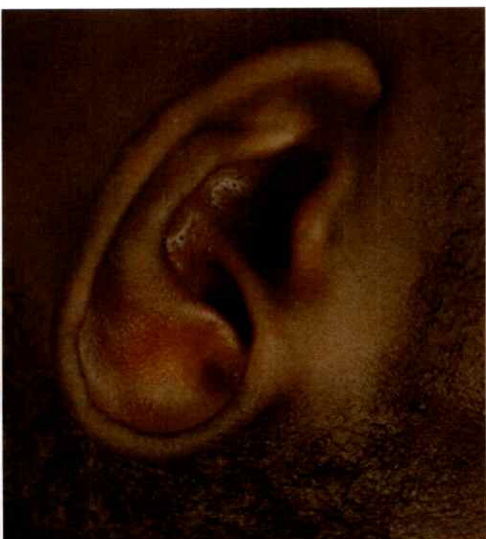
Dana lives next door to Mr G. Mr G likes to plant flowers in his garden and Dana's mum chats to him over the garden fence. He always says 'hello' and greets them with a big smile. Mr G sometimes helps Dana with homework and at weekends he bakes bread which Dana likes to help with too! Dana doesn't know how old Mr G is, but he must be quite old. He drinks strong coffee out of a big, cracked mug and tells Dana stories and Dana listens. Dana and mum help Mr G with his shopping and odd jobs (like painting the garden fence). Mr G says it is nice to have friends like them.

Qualities of friendship			
Friends...	Always	Sometimes	Never
... are best friends			
... tell lies about each other			
... like doing all the same things			
... wear the same clothes			
... share their favourite things			
... help each other			
... cheer each other up			
... hug each other			
... get cross with each other			
... speak kindly to each other			
... play together			
... look out for each other			
... listen to each other			
... have fun			
... bully each other			

Like the same things	Are polite to each other	Give hugs / high fives	Support the same team
Live near each other	Encourage each other	Wear the same clothes	Listen
Don't get cross with each other	Want to play together	Go to the same school	Allow others to join in
Are honest	Are kind	Talk	Are the same age
Are the same religion	Make each other laugh	See each other often	Share
Sit together in class	Are always friends	Help each other	Don't have any other friends
Give presents	Cheer each other up if one person is sad	Play at each other's homes	Have the same friends



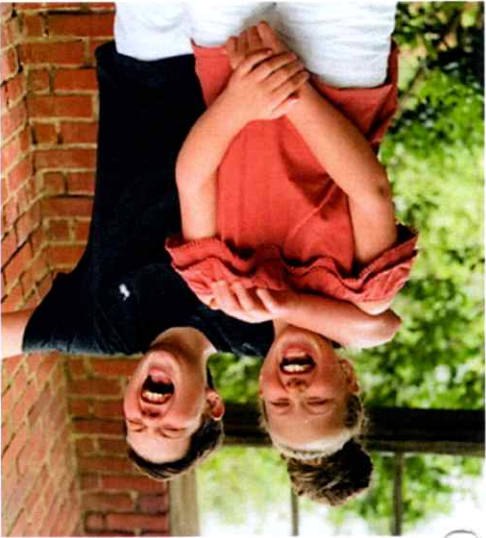
Are the same religion



Listen



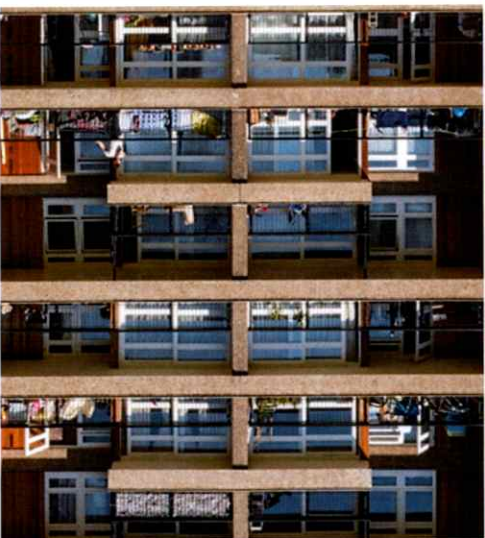
Sit together in class



Take each other laugh



Like the same things



Live near each other



Share

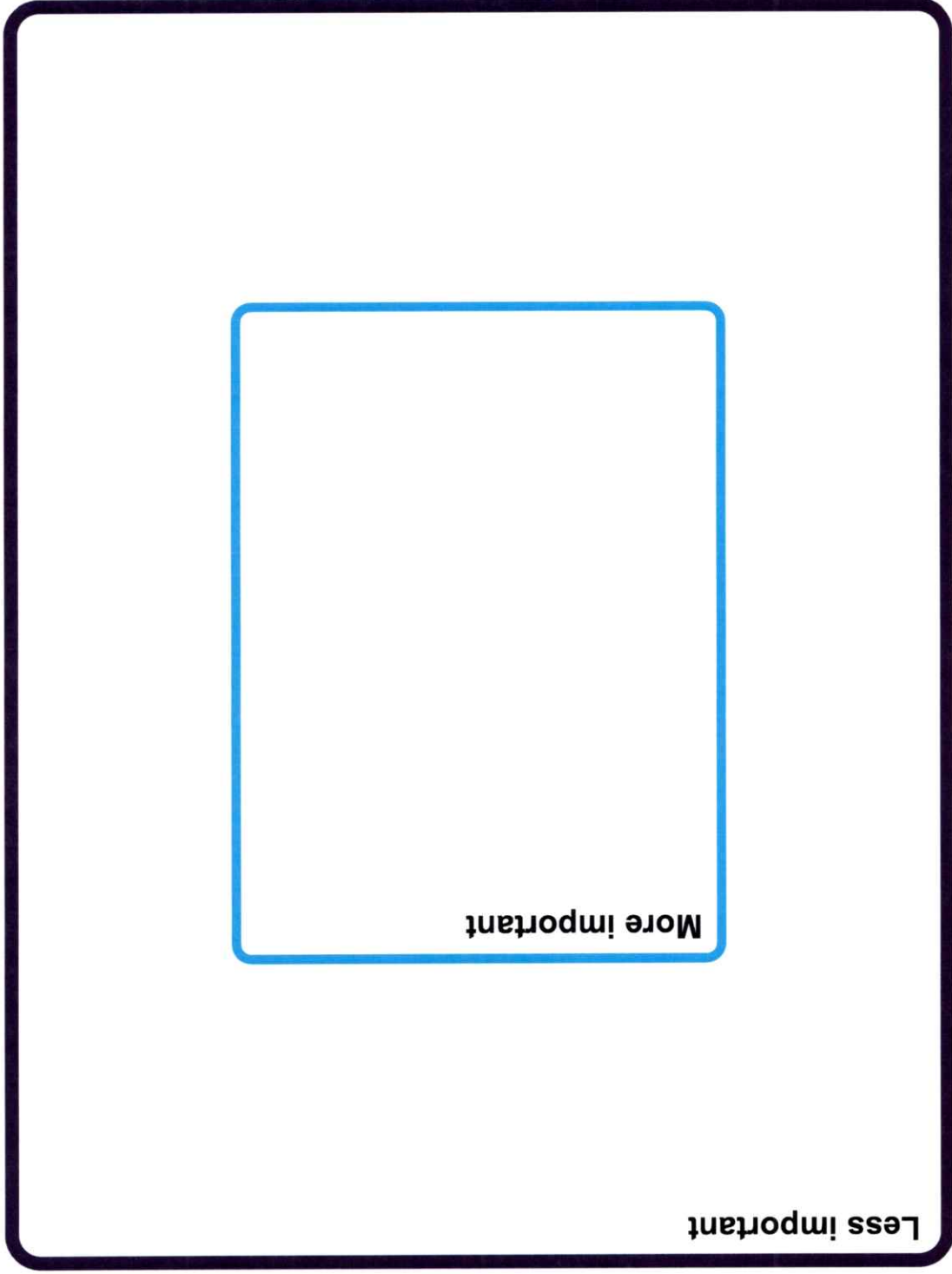


Give hugs



Don't have any other friends

Not important



Imagine a group of friends...

What do they do to remain good friends?

Complete the sentences below.

They always...

They sometimes...

They never...



1

2

3

4

5

6



I think number _____ is the **worst** option because...

I think number _____ is the **best** option because...

A



Tu

Hi, please help! My best friend Charlie and I used to do everything together. We liked the same things, shared everything, and always gave each other gifts and cards. I could tell Charlie anything that was worrying me.

Now, Charlie doesn't seem to want to know me. Charlie plays with everyone else in the playground now. When I asked Charlie to come round for tea, I just got a message saying 'no thanks'. I feel sad and alone. What should I do?

1. Tick the **three** strategies you think would be most helpful for Tu.

Do nothing

Speak to Charlie
about how they are
feeling

Ask an adult in
school for advice

Try to make a
different best friend

Keep trying to play
with Charlie in the
playground

Ask someone they
trust at home for
advice

2. How might each of your chosen strategies help?



What makes a good friend?

Year 3 Lesson 1

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Ground rules

• How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

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8

PSHE

Personal

Social

Health

Economic

Education

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

9

WE ARE LEARNING TO:
recognise why friendship is important and know what makes a good friend

WE ARE LEARNING TO:
recognise why friendship is important and know what makes a good friend

I can recognise the different types of relationships, including friendships, that might be important to people (e.g. family, friends, groups to which we belong, neighbours).

I can explain why friendship and having friends is valuable.

I can describe how friends show they care for and value each other.

I can evaluate what is most important in a friendship.

10

11

Defining 'friend'

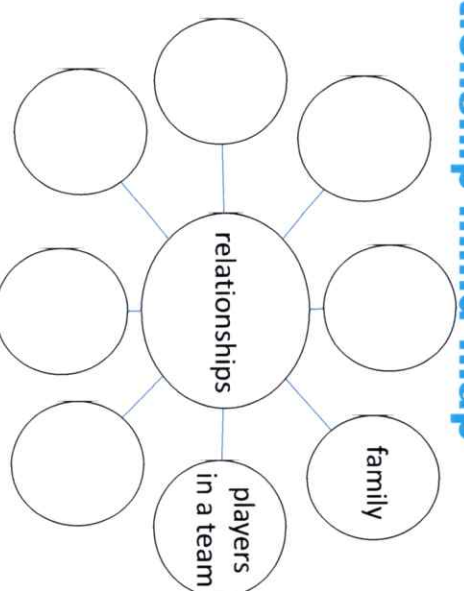
What makes a good friend?
Why is friendship important?



year 1 pupil

Think silently, before sharing your thoughts and listening to others.

Relationship mind map



Importance of friendship



Friendship is important because _____.



© Medway Council 2022

Good friends case study

Read the case study and think about...



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Zone of relevance

Not important

wearing the
same clothes
being the same
religion
not having any
other friends

Less important

More important
listening
sharing
being kind

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Defining 'friend'

What makes a good friend?
Why is friendship important?

Revisit your first thoughts. In a different colour, add any new ideas or make any changes.

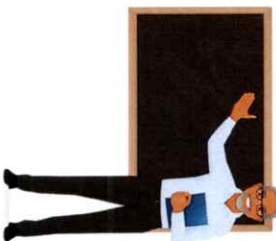


year 1 pupil

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Signposting support

If you have any questions or worries about friendship, you can speak to a trusted adult.



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Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

Home – trusted adults e.g parent, older sibling, community leaders, club leaders



You can also contact
Childline on
0800 1111 or
www.childline.org.uk

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Falling out with friends

Year 3 Lesson 2

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7

PSHE

Personal

Social

Health

Economic

Education

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

© PSHE Association 2022

8

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

9

WE ARE LEARNING TO:
maintain good friendships
solve disagreements and conflicts with peers.

10

WE ARE LEARNING TO:
maintain good friendships
solve disagreements and conflicts with peers.

I can identify what helps maintain friendships.
I can describe feelings when disagreements and conflict occur.
I can identify what can help and not help if there are friendship problems.
I can demonstrate strategies for solving arguments with peers.

11

12

13

Friendship circles



They always...

They sometimes...

They never...

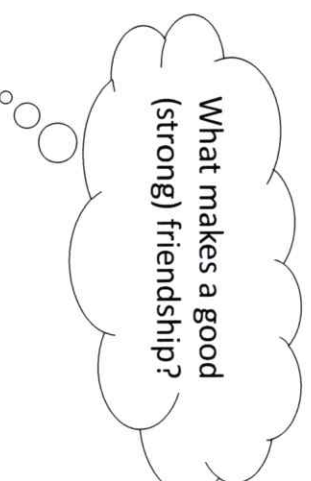
Imagine a group of friends.

What do they do to remain good friends?

© Medway Council 2022

Friendship chains

Think back to the previous lesson...



© Medway Council 2022

Why might people fall out?

If someone feels
or is hurt

If someone feels
they have been
treated unfairly

Sometimes people
fall out because of
misunderstandings

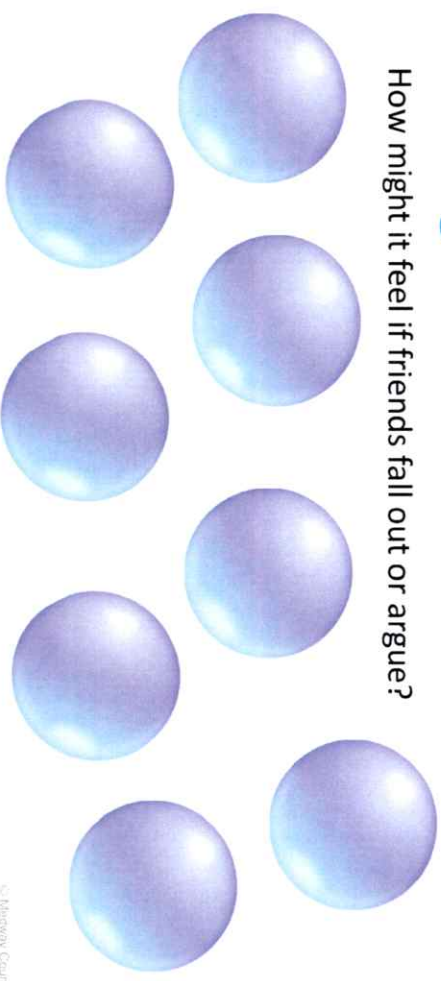
Sometimes friends
disagree about
something
important

Sometimes people
grow apart or find
new friends

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Feelings bubbles

How might it feel if friends fall out or argue?



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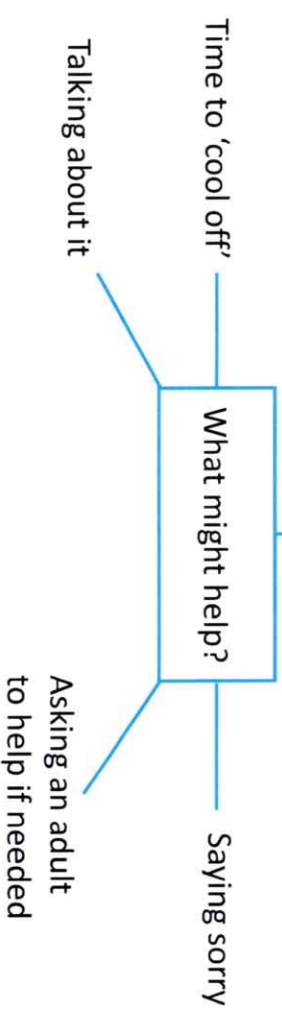
Falling out – concept image

What could the children do or say next?



Falling out

Listening to the other person's point of view

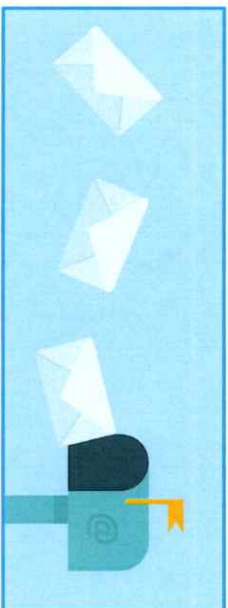


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Friendship advice

Work in pairs to respond to the friendship forum post.
What could the character do?



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Signposting support

If you have worries about friendships or falling out with friends or if you feel lonely or left out, you can always speak to a trusted adult. This could be an adult at home or at school.



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Mending friendships

Imagine these friends had a falling out.
What could they do to fix or mend their friendship?



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Signposting Support

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You can also contact
Childline on
0800 1111 or
www.childline.org.uk

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Extension activity

What happened next?

Write a short account to describe 'what happened next' to the character you advised in today's lesson. You could write a storyboard or a short paragraph focussing on how the friendship was resolved (mended).





What makes a family?

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1

PSHE

Personal Social Health Economic

Education

PSHE

Personal Social Health Economic

Education

7

Ground rules

- How can we make this a safe classroom for our PSHE lesson?
(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

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9

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

10

WE ARE LEARNING TO: recognise what makes a family

WE ARE LEARNING TO: recognise what makes a family

- describe what a family is
- identify who might be in a family
- explain how families can care, and show love, for each other

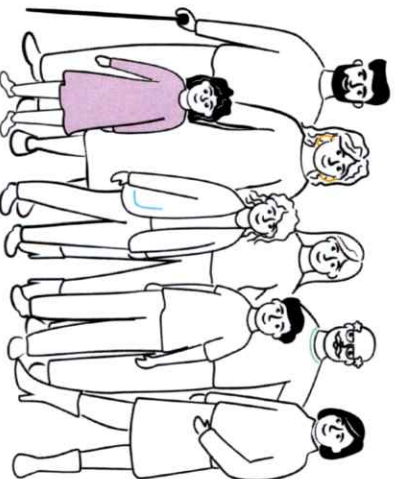
Draw and write

- What is a family?
- Who is in a family?
- How can they care and show love for each other?



11

Esma's family



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14

Family freeze frames

At the weekend, we often go to the park. In the playground, I go on the swings and Grandad pushes me high up! If I'm feeling brave I go on the big slide and he helps me up the tall steps. Then we play games like football or hide and seek. I always find Grandad so easily! When we get home, Grandad makes sandwiches for lunch and then we sometimes watch a film together.

What do Esma and her grandad do together?

How does her grandad show love and care for Esma?



16

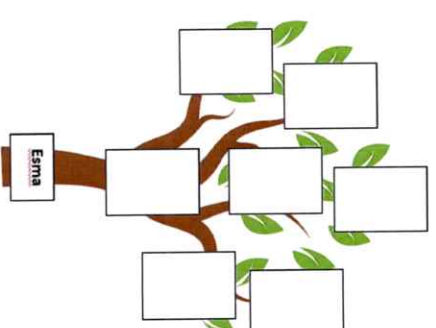
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Esma's family

Fill in Esma's family tree

Who else can be in a family?

A family is....



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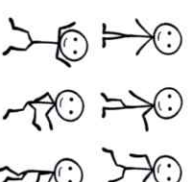
15

Family freeze frames

How else could Grandad show love and care for Esma?
Create a freeze frame showing your idea.

What does Grandad do?

How do the things that Grandad does for Esma make her feel?



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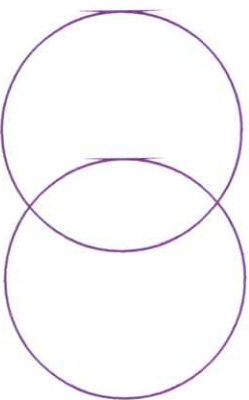
17

Showing we care

Esma lives with some of her family, but her aunt and cousin live in another town. How can she show care for:

- family she lives with?
- family who live further away?

Why is it important to show we care?



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18

What has been learnt?

Go back to the questions you answered at the beginning.

- Is there anything you would like to change?
- Is there anything you would like to add?



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19

Getting support

If you have any worries about family, it's important to talk to an adult you trust – at home, outside the family, or at school.



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Signposting Support

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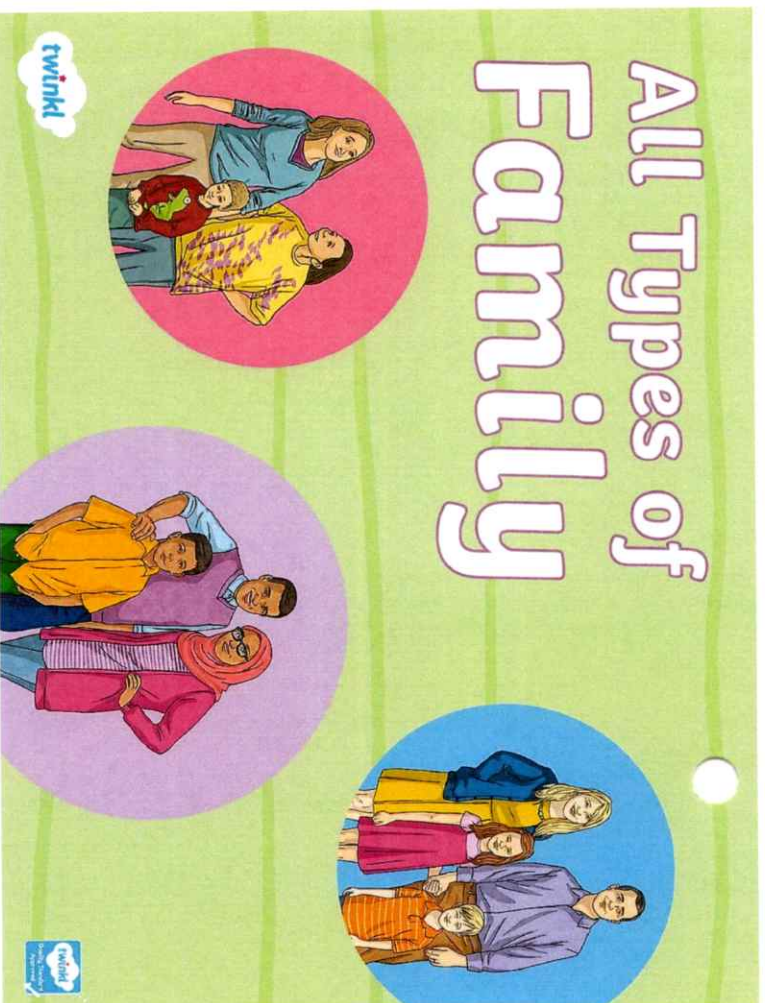
21

Extension activity

Draw someone special to you. They could be in your family or someone you know well.

Write about what makes them special and how they care for you.





Ground rules

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P S H E

Personal **Social** **Health** **Economic**

Education

Ground rules

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Why is family important to you?



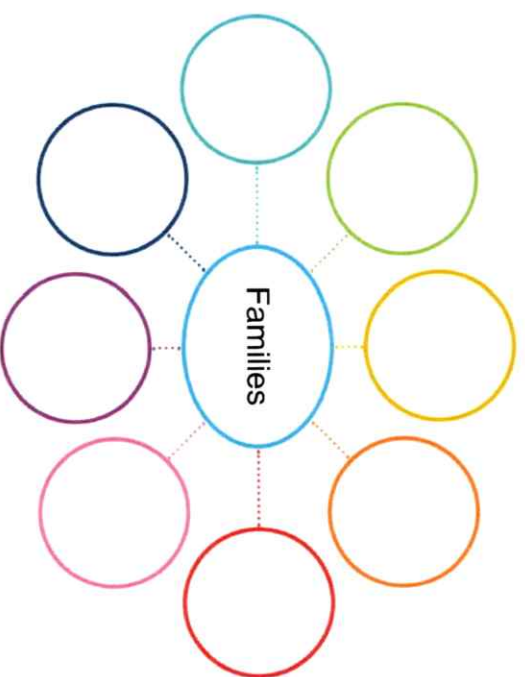
There are lots of diverse and unique families. Love, respect, communication and looking after each other make up a family.

We can celebrate and respect all types of families, even ones that are different from ours.

WE ARE LEARNING TO:

recognise different sorts of families

Love, respect, communication and looking after each other make up a family.



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Nuclear Family



This is a family with one mum, one dad and their child or children. Both parents live with the children and contribute to their upbringing in some way.

twinkl.com

Single Parent Family



This is when there is one parent present, either the mum or the dad, plus their child or children. There can be lots of different reasons for this. For example, there might be a widowed, unmarried or divorced parent.

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Blended Family



This is when one or both parents have children from a previous relationship and have combined to create a new, bigger family. This can mean living in a house together and having a 'step family' with 'step siblings'. It can also mean having 'half brothers or sisters'. Half siblings can have the same mum and different dads or the same dad and different mums.

twinkl.com

Extended Family



This is when there are other relatives, often in the family home, besides the mum and dad. For example, aunts, uncles, cousins, or grandparents. This can mean the adults work together to raise the children or look after the grandparents.

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Foster/Adoptive Family



A foster family is when a parent or parents provide a temporary home to a child or children, for a short while. An adoptive family is when a parent or parents provide a permanent or forever home to a child or children. These families take care of children that cannot stay with their biological parents.

twinkl.com

Same-sex Family



This is when there are two mums (lesbian couple) or two dads (gay couple). LGBTQ parenting is when there are lesbian, gay, bisexual or transgender parents.

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Ethnically and Racially Diverse Family



This means family members of different ethnicities or races. One example of this is a multiracial or biracial child whose parents are from different racial backgrounds.

twinkl.com

Big and Small Family

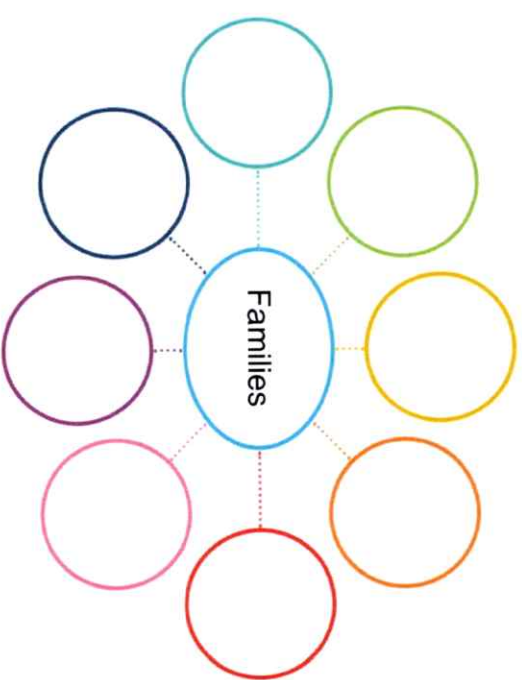


There are some families with one child and some families with lots of children. Families with twins are two children that are born from the same pregnancy. Families come in all sorts of shapes and sizes.

- How big or small is your family?
- What do you like about that?

What different sorts of families do you now know about?

Love, respect, communication and looking after each other make up a family.



Different Values and Experiences

Our world is one big pot of different beliefs, ideas and ways of doing things. Some families have religious practices. Some families work, some stay at home. Some families live in their homes for a long time while some move around a lot. Some families are not biologically related. Some families do not have children. Some families have pets. Some families have more or less money than others. Some families live in cities and some in the countryside. Some families do not look the same or similar. Some families are vegan, which means they don't eat anything from an animal. Some families have different parenting styles.

But, all families are special.

How do you feel good about the uniqueness of your family?

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Signposting Support

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someone



Family Relationships



Ground rules

• How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

PSHE

Personal

Social

Health

Economic

Education

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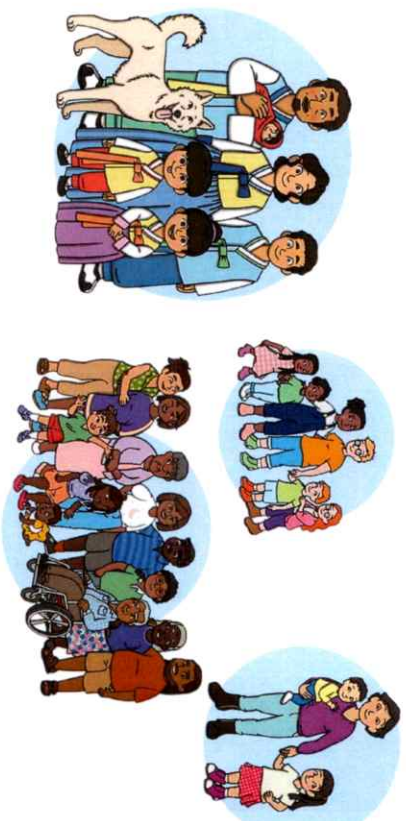
WE ARE LEARNING TO:
recognise difficulties in family relationships

Conflict



Conflict happens when there is disagreement or bad feeling between people.
We might have one opinion, and another family member could have a very different one!

Families



Families come in lots of different forms and different sizes

Dealing with Conflict



We can learn ways to try to deal with disagreements and 'talking out' that might happen in our family life.
This might involve talking to each other about what happened and how we feel about it, listening to others and making a compromise to find a solution or to move forward.

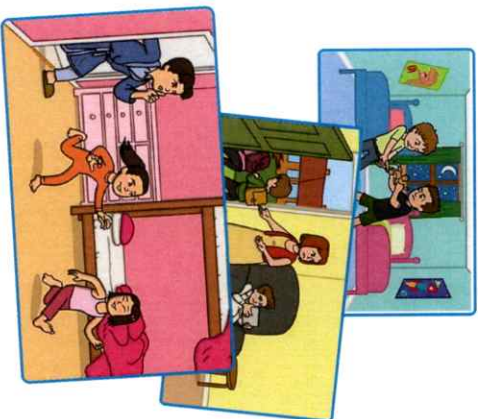
Talk About It

Look at the pictures.

Talk about what you think might be happening and how you think the people might be feeling.

What might be causing conflict?

Have you got any ideas what the people involved could try to do?



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Broken Blaming



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Toy Trouble



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Cereal Conflict



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Time to Go!



Dinner Drama



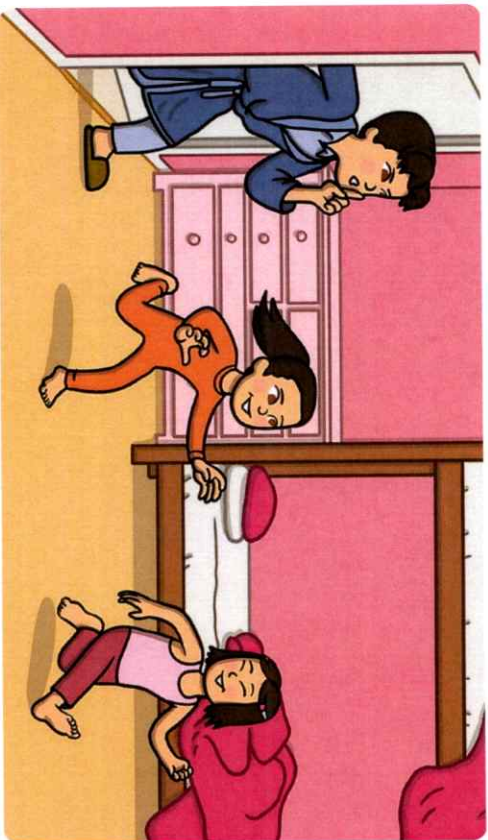
Shared Room



Remote Controller



Bad Bedtimes



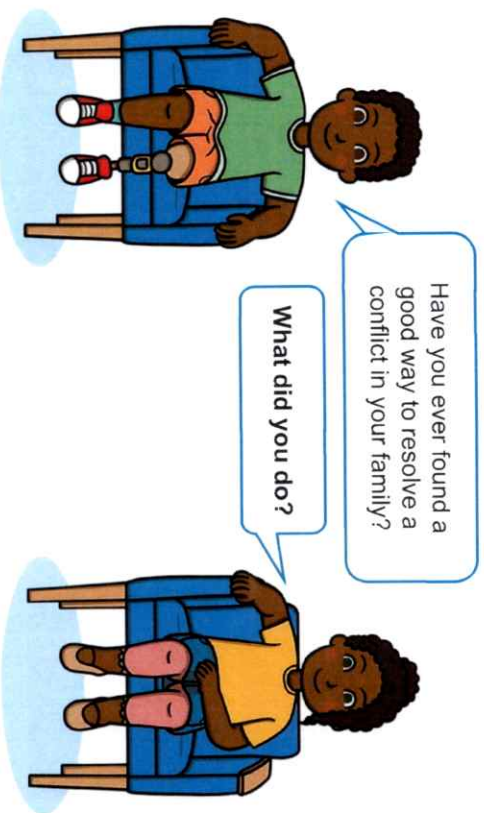
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Sometimes families change.

What changes might a family go through?

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Time to Think



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New member of our family are born.

Older members of our family die.

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**Parents may divorce or separate.
Two families may blend together to
make a new family.**

When families are experiencing problems or going through changes it is important to remember...

**Love, respect, communication and looking
after each other make up a family.**

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**What can families do to cope with
change?**

What can you do if something in your family is making you upset or worried?

What can you do and who can you tell if family relationships are making you feel unhappy or unsafe?

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Have you got any questions or thoughts about today's lesson?



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[Family problems | Childline](http://www.childline.org.uk)

