

Year 3 Families and Friendships (3 weeks)

Lesson 1 objectives:

- 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

Key Vocabulary: respect, different, single parent, same-sex parents, step-parents, blended families, foster and adoptive parents

Single parent - a parent who loves and cares for their children

Same-sex parents - two men or two women that care for each other and love and care for their children.

Blended families - two different families that come together to love and care for each other. Link in **step-parents** when discussing **blended families** as someone that comes in and loves and cares for their partners children.

Adopted/fostered families - being part of a new family who wants to love and take care of children because they are not able to be with their own parents.

Resources: <https://www.youtube.com/watch?v=tRv57QVem4U> - Heather Has Two Mummies

<https://www.coramlifeeducation.org.uk/scarf/iwb/different-families> – Different types of families pictures.

<https://www.coramlifeeducation.org.uk/scarf/iwb/types-of-relationship> - Different relationships.

Summary - Challenge the children to name as many types of relationships as possible within 1 minute. Show the list of different types of relationship. Ask the children to spot the ones that they said. Listen to Heather Has Two Mummies story. Discuss the different types of relationships in the story. Discuss respecting differences.2

Put the children into groups. Tell them they are going to be detectives. Give each group one of the photos from the Different types of families *pictures*. Ask the children to look at their photo and to discuss how many different relationships 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. 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.

Lesson 2 objectives:

- 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

Key Vocabulary: stability, love, support, encouragement, positive

Resources: [Our Family - Caring family networks - BBC Teach](#) – a video showing different ways a family can support and care for each other.

Summary: Discuss the words stability, love, support and encouragement. Discuss why families are important and special. Ask pupils to think about all the things that families give us – encourage them to think as widely as possible both emotionally and materially, and to make a list of a minimum of 5 aspects e.g. love, care, help, money, clothes, security, etc.

Watch the BBC Teach video to support this. In their groups, ask pupils to choose nine things on the list and write each one on a Post-It or piece of card. Now ask them to create a Diamond, placing what they think the most important aspect might be at the top and the least important at the bottom, with the other aspects in between. They must discuss each one and agree it as a group before placing, and they can change their minds and the order around as they go.

Share ideas. How can we use these ideas to care for each other during times of difficulty?

Lesson 3 objectives: This is a really important lesson and you may want to really invest time in this.

- 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

Key Vocabulary: upset, worried, relationships, unhappy, unsafe, trusted adults (someone we feel comfortable turning to)

Resources: <https://www.bbc.co.uk/teach/class-clips-video/ks1-pshe-relationships-our-family-supporting-helping-caring-for-one-another/znwfp4j>

Summary - Why might different people in a family need help? Is there anyone in a family who might need more help than other people / special help? How can people in a family help each other with their feelings? Watch the BBC video. How do people in your family help you? How do you help people in your family?

Explain that many families experience problems and disagreements. Explain that it is normal to be upset with family members occasionally and this is ok. If you want to talk to someone about this you could speak to a trusted adult.

Sometimes problems make people feel emotions such as unhappiness or anger, and it can help to communicate how we feel and listen to each other. How does it feel to be worried or scared? Identify places in the body where these feelings can happen.

Explain that if a child is worried about their emotions or mental wellbeing they can ask for help from a family member or another trusted adult.

5 trusted adult on hand (one adult for each finger).

Explain that pupils can **ask a trusted adult** if anyone, including someone in their family, makes them feel unsafe. Adults should listen to and take children's feelings and experiences seriously.

If a pupil feels they are not being heard, or they want to speak anonymously about anything they can call [Childline](https://www.childline.org.uk/) on 0800 1111. There is also a website:

<https://www.childline.org.uk/?scrlybrkr=0ff00902> and this is a SAFE and TRUSTED PLACE

Remind pupils of the people within the school that they can speak to if they need support.