

## Year 1

## Families and committed relationships

## Lesson 2: Our families



## Lesson context and overview

This is the second of three lessons exploring the importance and diversity of families, and healthy, positive family relationships. This lesson focuses on the differences and similarities between families.

**Curriculum links** Relationships education: Families and people who care for me

Pupils will learn:

- that families are important for children growing up because they can give love, security and stability
- that others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.

**Resources**

Presentation slides  
Pupil worksheet: *Recipe for a happy family*  
Puppets/teddies/dolls, etc.

**Key vocabulary** family, differences, similarities, happy

**Learning objectives**

We will be learning:

- that there are similarities and differences between families
- about what the people in families do for one another.

**Learning outcomes**

We will be able to:

- explain similarities and differences between families, including our own
- describe what the people in families do for one another.

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Ensure that discussion of families is inclusive and without judgment of different circumstances and setups. Be mindful of pupils who may not have positive family experiences and might need additional support during and after the lesson. If you have any safeguarding concerns, refer to your school's safeguarding policy and procedures.

### **Starter/baseline activity**

Introduce pupils to the objectives and the key vocabulary for the lesson. Ask pupils to draw or write all of the different people that can be members of a family (e.g. aunty, brother, stepdad, etc.). Afterwards, ask pupils to share one of their responses with the class and make a list of these people on the board.

### **Core activities**

1. Show pupils slide 5 (different families) and explain that each picture shows a different family.

As you show the pictures, ask the following questions and take responses:

- *Who are the members of the family shown in the picture?*
- *How are they related to one another?*
- *How is this family like yours?*
- *How is this family different to yours?*

Ask pupils if they noticed anything about all of the pictures of families. Did they notice anything that was similar in the families? Did they notice anything that was different?

Explain that there are all kinds of different families, and that in this class and school everyone's family will have similarities and differences.

2. Ask whether pupils think the families in the pictures on slide 5 are happy. Why do they think that? Ask them to tell you things that make them happy about their own families and write their responses on the board.

Give each pupil a copy of the *Recipe for a happy family* worksheet. Tell pupils to select the five ingredients they think are most important for making a happy family by copying, circling or cutting out and sticking the recipe items into their bowl. Go through each 'ingredient' first to clarify its meaning for everyone.

Once the activity is complete, lead a discussion, asking which ingredients pupils think are most important for a happy family and highlighting any differences in opinion in a positive way.

Ask if pupils think that the families in the pictures on slide 5 have the ingredients that are in the mixing bowls. Stress that it is not who is in a family that is important but the things that they do for one another.

3. As a whole class, explore some of the ingredients from the mixing bowls and consider how family members could show them (e.g. how do people show that they care for others?).

Use puppets to represent the family members from activity 1 (remind pupils of the family by showing slide 5). Ask for some volunteers to use the puppets to demonstrate how the family could show the ingredients in the mixing bowls.

Ask pupils to draw someone in their family and write a sentence about what that person does for them using the mixing bowl ingredients. For example, *'My granny cares for me because she walks to school with me every day.'*

### Extension activity

1. Read books about diverse families (e.g. *Grace and Family*, *The Family Book*, *And Tango Makes Three* and *The Great Big Book of Families*). Organisations such as Letterbox Library, BookTrust and Books for Keeps have useful book lists.
2. Give each child a piece of bunting and ask them to draw their family on it. Fasten the pieces to lengths of string or ribbon and display them across the classroom.
3. Ask pupils to interview their family members, asking them what being part of a family means to them. Pupils can report back their findings in a circle time.

## Plenary

Return to the Draw and write activity from the beginning of the lesson. Ask pupils to add anything new that they have learned in a different colour.

With you in role or using a puppet, tell pupils that an alien has landed from outer space. This alien has no knowledge of Earth and needs to know about families. Ask pupils to answer the alien's questions, such as:

- *What is a family?*
- *Who is in a family?*
- *How are families similar and different?*
- *What do people in families do for one another?*

Finally, ask each pupil to state the most important thing that the alien needs to know about families.

*Note: if you are playing the role of the alien, it is important to make it clear when you come out of role.*

## Assessment

Use the plenary to assess pupils' understanding of the learning during the lesson. The Draw and write activity can be used as a benchmark of pupils' understanding, and to demonstrate any progression in learning when returned to in the plenary.