



Safe learning environment guidance

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and act on guidance as appropriate.
- Recap and display the *ground rules* that were agreed by the class and will be revisited during each lesson to ensure that everyone feels safe and valued in these lessons.
- Reflect with support and inclusion staff on the variety of families represented in the class and use this knowledge to ensure these family types are represented in the lesson, and resources used: same sex parents, families with adopted children, extended families, one parent families etc. Be particularly aware of how to support children who have experienced bereavement and be reminded that families will also be living in different socio-economic circumstances.
- Be prepared in case a child is judgemental about another's family; preparing a script such as 'in our school we value all these different families equally.' Talk about families using inclusive language such as 'there are so many different ways that a family can grow.' Or 'children don't always arrive in families as babies.'
- Encourage children to look wider than their own family – at this developmental stage children are more likely to be focused on their own family.



Resources required

- Interactive whiteboard resource: Different families.
- Worksheet C: Different families.
- Pictures of the two different families, side by side.
- Paper and pens.
- Plasticine, playdough, modelling clay.
- Small world toys from diverse backgrounds.



Aim of lesson

- To develop understanding that there are many different types of family and that in our school we value all types of families equally.



Learning outcomes

- I can identify different types of families.
- I can describe a similarity and difference between different types of families.



Key questions

- What is a family?
- Were you the first child to arrive in the family?
- Is that the same for everyone?
- Do you live with all the members of your family?
- Is that the same for everyone?
- Can you describe a family that is different from your own?



Differentiation

- Pupils could be directed towards the medium for representing their family according to their skills or abilities.
- An extension activity could be to write about someone's family that they know, which is different from their own.
- Questions can be asked whilst pupils are doing the task to check or extend understanding.



Introduction to lesson and baseline assessment

1. Revisit the *ground rules* and in the context of this lesson and emphasise the rule that there are 'no wrong answers' when it comes to describing families.
2. Gather some information about what pupils already know about families by asking them to respond to the question 'what is a family?' Write responses on flip chart paper and put to one side. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

3. Use the interactive whiteboard activity to show the class Yasmine and Tom's families. Leave the pictures of the families on the whiteboard. Ask pupils to see if they can identify similarities and differences between the two families. This could include physical aspects, but also things we can't see, such as what they like doing together.
4. Ask *talk partners* to share who is in their family, if they feel happy doing so. If not, or if it is difficult for a child, ask the whole group to talk about famous families. These could be real life or fictional from story books or TV programme: this could be done with visual stimuli such as picture or photos of families. Children can include extended family members those who live in their home and pets. Ask a small number of the *talk partners* to share any similarities they found.



Activities Continued

5. Ask the pupils to choose how they want to represent their family this could be their own or the famous or fictional family. They could choose from making their families with playdough, plasticine or modelling clay, representing them with small world toys (make sure these represent diversity), drawing their family or writing about their family. As the children are representing their family, support positive conversations about each child's family and encourage pupils at each table to talk to each other about their families, making examples of those who can show an interest in others and comment positively. Be aware of, as described above, any pupils for whom talking about family will be a challenge.
6. Read a story book featuring a range of families and reinforcing key messages about families.
7. Remind pupils that most families are happy and loving, but sometimes they are not, and difficult things can happen. Ask pupils to tell you who they could talk to if they were worried about someone in their family.



Plenary and endpoint assessment

8. Finally, ask pupils to talk with their *talk partner* from the beginning of the lesson about all the things they have learned from today's lesson. Invite feedback, noting what understanding pupils have of family diversity. Draw these out focusing on school values and how we are kind about, value and respect all the different types of families in the school.
9. Revisit the flip chart from the start of the lesson. Discuss if there is there anything else that pupils would like to add or change.



Embedding learning

- Make a display of the pupil's work, posing questions to draw out learning.
- Read further stories about different families throughout the week.
- Use a literacy session to do some writing or poetry about families.
- Home task: to ask family members about who was in their family when they were growing up.



Additional resources

- Stonewall has a range of free resources to support primary schools including posters and a book list which signposts to a range of picture books celebrating family diversity <https://www.stonewall.org.uk/our-work/education-resources>*

* FPA referral does not mean external resources and links are approved by the PSHE Association.