



### Safe learning environment

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 consider as appropriate.
- Ensure you are aware of the different families that children in the class have. If you are aware of some children who may find the lesson difficult, discuss the best approach with the school inclusion team or the child's parent or carer.
- Find resources, books and visuals which are as inclusive as possible of the children in your class, including those who are adopted or looked after children.

Suggested script for talking about different families

*Families can be made in different ways. Occasionally people who give birth to children are not able or ready to look after them and so lots of important people make a special adoption plan and the child is given to a family who are ready and able to look after them. So, children can live with the family they were born into or with a family that adopts them.*

Other language

*'Being adopted into a family' rather than 'being adopted'. We should say 'was adopted' not 'is adopted' always in **past tense** as an event not a definition of the children now.*



### Resources required

- Resources related to families (i.e. picture books, film clips, poems).
- Interactive whiteboard resource: Getting on with your family.
- Blank card.



### Aim of lesson

- To explore diversity in families and to have some ideas of what to do if there are any difficulties in their family.



### Learning outcomes

- I can tell you one thing that most families have in common and one way in which families can be different.
- I can explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's.
- I can identify who I talk to if I am worried about anyone or anything in my family.



### Key questions

- What is a family?
- Are all families the same?
- How do families change?
- What can we do if there are difficulties in our families?



### Differentiation

- This is mainly a discussion-based lesson and so should be able to be accessed by all pupils. Some may need support if talking about families is challenging for them.



### Introduction to lesson

1. Recap on *ground rules*.
2. Show a short film about different families such as this one of children talking about their family: <https://www.youtube.com/watch?v=JG0yqhzVuYA>\*
3. Ask pupils what they think today's lesson will be about. Explain that it will be about families and remind class of the *ground rules*; particularly reminding pupils of the need to be respectful of our many different families and to only share what we feel comfortable sharing.
4. Ask pupils to turn to their *talk partners* and in one sentence describe their family.



### Activities

5. Read a book about different families.
  - a. What is the same and what is different about families?
  - b. Do all families start in the same way?
  - c. Do families change?
6. Use this discussion to talk about adoption, separation, divorce and families with same sex parents, those who live with grandparents or other family members.
7. Revisit the things that were the same about families. For example, that most families love and care for each other, they like to do things together like having meals together or going for walks or playing games. Explain however, that it is also normal for families to not always get on.
8. Show the group the animation/pictures of Yasmine arguing with her sisters, both her sisters are younger, and they are both annoying her when she is trying to concentrate Ask the group what is happening in the clip? what could Yasmine do?
9. Show the group Tom's clip. He is arguing with his mum because he has not tidied up his room. What could Tom do?
10. Explain that it is normal for families to sometimes argue or not get on well together, but that if something was really worrying a child about their family ask the group who they could talk to about this. Remind and signpost pupils to people who can help them in school. It may be appropriate to also sign post to ChildLine.



### Plenary and assessment

11. Ask pupils to draw or write one or more ways in which families can be different and one or more ways in which most or many families can be the same.



### Embedding learning

- Ask pupils to write or draw one thing they will do in the week to be kind or helpful to someone in their family. Collect these in and then hand them out the next week and ask pupils for a show of hands if they were able to do their task.
- Display Family Calculation cards from Stonewall, alongside some Stonewall posters in the classroom or corridor. Read another book about families during the week or use opportunities in literacy to do some extended or creative writing about families.



### Additional resources to support learning

- Stonewall Posters and Primary Booklist  
<https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0>\*
- The Adoptables Schools' Toolkit - Coram Trust  
<http://www.coram.org.uk/supporting-young-people/adoptables/adoptables-schools-toolkit>\*

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