

Cover the new DfE guidance with confidence.

Key Stage 1 content includes:

- Understanding and maintaining physical and emotional health
- Safety and respect, including in online spaces
- The different characteristics of friendships and familial relationships

Different types of families

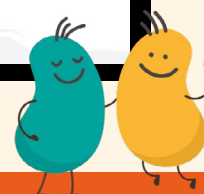
My Life
PSHE for healthier, happier children



A family is ...

My Life
PSHE for healthier, happier children

Finish the sentence above. What does the word 'family' mean to you?



2.1.1

What is a family?**Big question:**

- What is a family?

Key vocabulary:

- mum, dad, brother, sister, auntie, uncle, sibling, carer, guardian, grandparent, cousin, step-parent and sister/brother, half-sister/brother

Skills:

- Respect for others' right to their own beliefs, values and opinions
- Identify links between values and beliefs, decisions and actions

Resources:

- PowerPoint 2.1.1
- Poster paper
- Pens
- Arts and craft resources
- Paper plates (side plate size)
- Lollipop sticks

Pupils will be asked in this lesson to think about their own families. For some, this may be a sensitive issue which requires some understanding of pupil background prior to the lesson if possible. Safeguarding policies should be followed at all times if a disclosure is made. It is also important to note that this lesson will encourage diversity within families and the inclusive language around them.

Introduction (15 mins)

- Show **Slide 1**. Have a circle discussion about what a family is. This should be their initial thoughts of a family, so try to avoid too much teacher input. Collect pupils' ideas on the class whiteboard or poster paper.
- Now look at **Slide 2** and ask pupils to think about each of the pictures in turn. They should decide if they are a family or not a family and think about why. Allow them to discuss this in groups and decide together on their answers. Discuss the people in each family and who they might be. This will give pupils an opportunity to develop vocabulary around relatives and carers.

Activities (25 mins)

- Move on to **Slide 3**. Ask each pupil to write a sentence about what family means to them, beginning 'Family is ...'. Pupils can work individually or in pairs, depending on their need for support. Ask pupils to write their sentences in their books or on A4 paper so that they can be displayed.
- Show **Slide 4**. Ask pupils to make a paper plate puppet (a paper plate with a lollipop stick attached) for each member of their family. For some children this will doubtless include pets! They can use a range of arts and craft materials if available, or colouring pencils/felt tips.

Plenary (5 mins)

- Show **Slide 5**. Invite children to share their puppets with the person sitting next to them, explaining the people in their family and giving some details about them.

Assessment Opportunities

- The circle time discussion is a good opportunity to observe pupils and their initial understanding of families.
- The paper plate puppets can be put up as a display to show the range of families within the class.
- The 'Family is ...' sentences can be displayed or used as a means of assessing pupils' understanding of the usual traits of a family.