**Unit of Learning: Families, Friendships and Relationships**

PSHE Association Theme: Relationships

**Year Group: 2/4/6**

The principal aim of this unit of learning is to understand there are differences between individuals which are and are not visible, whilst also understanding everyone has different perceptions and beliefs, with a building understanding of protected characteristics and the Equality Act.

**Learning Outcomes:**

•To reflect on similarities and differences between humans which are and are not visible, with consideration for protected characteristics

•To understand different stereotypes that can be formed

•To broaden knowledge of different identities around the world with an understanding of the protected characteristics

**Ideas and Content for Learning:**

•Collage of different identities with an understanding of the protected characteristics

•Recognising people we can trust who we do know (parents/carers etc.) and who we do not know (paramedics, police etc.)

•Understanding the protected characteristics

•Exploring languages used around the world

•Understanding reasons why friendships may end over periods of time

**Understand the Impact:**

•Sharing differences between people on a local, national and global scale

•Considering how to overcoming stereotypes

•Reflecting on own beliefs, how these have been formed and how to manage these moving forwards

**Making Connections**

•Reflecting on how an individual’s upbringing can impact on their beliefs about families, friendships and relationships.

•Understanding the stereotypes that can be formed around the world and the impact of these, e.g., wars, IS, dictatorships etc.

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

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| **Y2**Lesson 1Read a story e.g. Wheels by Shirley Hughes. Ask the children to think about the main character’s special people and what makes them special. Ask the children to describe the people who are special to them e.g. family members, adults in schools, neighbours and their relationship with that person. What makes those people special? What do they do? What do they say? Draw a portrait of someone special and label it with words that describe how they are special e.g. My granddad takes me to the park.Lesson 2Give each child a large piece of paper with three concentric circles drawn on it – one small, one medium, one large. Draw and label themselves in the small circle in the middle. Second circle – draw and label special people who are the most likely they would go to for help (likely to be closest friends and family). Large circle – people they might go to if others not available. Outside the large circle, draw and label people they do not know well but who give advice and support in particular situations (nurse, police officer etc.).Thought shower examples of when you might need help. When would you solve a problem yourself and tell an adult what happened?Pairs work: role play and problem solving (problem in a hat). Devise simple scenarios when children might ask for or give help e.g. you have fallen over in the playground, the work is too difficult, someone has been nasty to you etc. Children role play scenarios including suggestions of ways of dealing with the situation.Lesson 3Use photo-cards which represent ‘lonely’ and ‘included’ to explore feelings of loneliness, belonging and acceptance. Thought shower all the words and phrase they associate with theme.Pairs work: think of an object you would take with you if you had to go away – one that would remind you of the places and people left behind. Describe it to your partner and then write 3 sentences – 1) Who would you give the object to if you had to leave it behind? 2) What instructions you would give for the person to find it? 3) How would you feel without it? Lesson 4Discuss what ‘family’ means? Who makes up your family? Make a list of key words, stressing there are different kinds of family. Draw a picture of your family including yourself. Discuss and explore how every family is different but all are special. Pairs work: make a list of ways in which families, including the children themselves, care for and look after each other.NB. Be sensitive to the range of children’s family or living circumstances.Lesson 5Read the story ‘Granny had to go’. Recap on the main elements of the story. What do you think Malik said to his granny? What do you think Granny said to him? Why did Malik say bad things to his granny? Did Granny going away mean she didn’t love him? Make a class story sack to go with the story e.g. 3 puppets to represent characters, dual-language, airline tickets, telephone etc. Invite children in groups of 3 to act out the story in front of the rest of the class. Create a list of reasons why people might leave someone, something or a place. How might this feel and how hard might it be? What would you miss if you have to move to another country?Lesson 6Ask children about the different places they have visited or been on holiday to, lived in or where they have relatives.Locate on a world map. What might life be like for children in those places? Show photos of children from around the world – choose a story from Oxfam website e.g. Caroline’s story in Uganda or Life of a refugee in Chad. Discussion: how are we the same? How are we different? Do all children go to school? How would you feel if you had to work instead of going to school?Write a few lines or draw pictures to illustrate ‘a day in the life of …’ (one of the children on the website).  | **Y4**Lesson 1Thought shower: what do we all have in common as people? What makes us different? Consider protected characteristics.Pairs work: find 3 things that are different and 3 things that are the same between us, e.g. physical appearance, likes, culture, race, gender, disability, religion etc. Which are visible differences and which are not? What would it be like to live in a world where everybody looked and acted the same? What are the benefits to us of difference?List the things you like most about living in a world where there is so much variety.Lesson 2Game: the tangled web. Throw a ball of wool around the circle or class to show how we are all interconnected and to illustrate similarities and differences. Create a class collage called ‘the human race’ to illustrate and celebrate the richness of diversity and the range of protected characteristics. Use pictures and images from magazines and newspapers – faces, foods, buildings.Invite representatives in from different local restaurants to talk about the food (and other customs) of their country of origin. Discuss how new technologies allow families & friends to stay in touch online.Lesson 3Group work: cooperation jigsaws. Make up five sets of puzzles for five groups. Aim is to complete puzzles as quickly as possible, in silence and without asking for pieces.Review how they felt about this activity in the group and as a whole class using ‘working together self-review checklist’.List key attributes of effective group work.Lesson 4Divide class into groups of 3. Ask two of the children to talk together in pairs in whispers, taking turns to be the one who is excluded by the other two. Discuss in groups how it felt to be excluded. Repeat activity with pairs teasing the other about an imaginary difference.Class discussion: make a list of feelings words to describe how they felt as ‘victim’. Why does teasing happen? Why is it morally wrong to make fun of someone because of race, religion, gender, disability etc. Pairs discussion: what would you do if someone made fun of your family? Discuss strategies to combat prejudice e.g. assertive language ‘I don’t like that!’ or telling an adult.Lesson 5Recap on meaning of ‘stereotype’ from previous unit.Group work: give children a list of jobs or roles people do in the community e.g. nurse, doctor, soldier, drug taker, teacher, bus driver, judge, ballet dancer. Ask them to discuss each one in terms of whether they think it is a male or female role. Ask for reasons. Agree/disagree activity: place signs on the floor or wall – agree, disagree, not sure. Ask children to stand by the sign that represents their answer e.g. women are better at caring for babies than men, boys shouldn’t cry, men are stronger than women, boys are funnier than girls, men should earn the money and women stay at home etc.Ask for reasons why they have placed themselves in which position. Ask them to persuade someone else to change their mind with a reasoned argument. Give consideration for protected characteristics.Lesson 6Thought shower the range of jobs that people do.Group work: give each group a list of settings e.g. school, supermarket, hospital, theatre, restaurant, leisure centre and ask them to draw or list at least four people who have different jobs within that setting. Feedback and discussion: what are the most important jobs? Which job would they like to do? Which job would you least like to do? What sort of skills might be needed for various jobs? How do people develop these skills? Possibly invite someone from the local community or a careers officer to come in and talk about skills needed within a particular setting.  | **Y6**Lesson 1Ask children what they understand of ‘identity’. Consider protected characteristics. Ask the children what is meant by Britain. Consider life in Modern Britain and the British Values. Refer to large map.Ask them what languages are spoken in England, Wales, Scotland and Ireland; what religious groups there are; what ethnic differences exist in terms of customs, beliefs, dress, food etc. What represents Britain (flag, national anthem, money, foods etc.). Pairs discussion and feedback to class: What benefits are there of living in a society with so many different identities? What would it be like to live in a society where everyone was the same? Individual writing: write ten things that would describe the Britain to a visitor or someone new to the country. Include at least one statement about the richness and diversity of Britain.Lesson 2Remind children of the meaning of the word ‘relationship’ as a connection between people. Emphasise there are different levels of relationship depending on how well you know someone. Also different types of families – with two parents, one parents, other relatives etc.Make up a fictitious family tree to show how relationships are formed. Make the distinction between relatives and friends and acquaintances. Discuss: what makes a good friend or a happy family? What qualities do we look for in others? How does people’s behaviour demonstrate these qualities. Reflect on what a good relationship between means.Pairs work: devise a recipe for a happy relationship (whether family or friend) e.g. One cup of laughter, two teaspoons of trust etc.Lesson 3Read the story ‘Don’t judge a book by its cover’. Discuss various ways of stereotyping.Lesson 4Thought shower: ways in which people say or do things that make them feel good. Thought shower some common put- downs. Link to work on prejudice and stereotyping. Consider protected characteristics. Emphasise how put-downs are a major source of conflict in school and generally in society. Read the story ‘Pick me up, don’t put me down’.Lesson 5Discuss with the children reasons why friendships might have to come to an end (friends move away, we change as we grow older, we fall out etc.). Often we feel a sense of loss.Read and explore ‘Breaking Friends’. Whole class discussion: devise a story board of the facts of the story. Discuss key questions – do we stay friends even when we don’t want to in order not to hurt someone’s feelings? Is it possible to break friends but still be friendly? If so, how do we do this?Pairs work: what might Magenic and Paula say to each other to sort things out?Lesson 6Read the story ‘Forgiveness’. Pairs work: discuss at each stage of the story whether Sacha should forgive Kelly and the reasons. Take a vote (show of hands) in the class. Group work: Forgiveness challenge |