

Same and different families

Year: R

Subjects and Issues

- Being different
- Being yourself
- British values
- Self-esteem
- Diversity
- Confidence
- LGBT+
- Adoption
- Religion or belief (protected characteristic)
- Sexual orientation (protected characteristic)

NB: this week's theme is different kinds of families. Sensitivity will be needed in relation to the different kinds of family structures within the class, including any looked-after children, those who are fostered or adopted, or who live with parents living separately from each other, or children who live with grandparents etc.

Please make sure that you're familiar with the guidance on the 'Creating a Safe Learning Environment' page of the Getting Started section of My SCARF (<https://www.coramlifeeducation.org.uk/scarf/creating-a-safe-learning-environment>) before beginning.

Ensure, too, that you are familiar with your school's safeguarding policy, particularly in relation to disclosures, in the very unlikely event of this happening.

Introduction - whole class

Use this introduction to the theme to celebrate difference and also to show the things we have in common.

Start by asking the children a simple question about something that they did before school today, for example:

- What did you have for breakfast?
- What time did you get up?
- Who helped you to get dressed? (If someone did).

Help the children to notice that there were lots of differences.

Move on to some more questions about how families are different to each other:

- Does every family have to have a mum and dad?
- Does every family have children?
- Are we (the class) a family?
- What other families can there be?

Read a book about different families (e.g. *The Great Big Book of Families*, or similar), with questions that focus on what makes people the same as each other and also different from each other - both of these aspects about families are drawn out in this book.

Discuss with the children the positive aspects of all the families.

Adult-guided activities (individual or small groups)

Activity 1 - My family, your family

Using the pictures from a book about differences (as used previously, or a different book), explain that the group is going to do a survey and then make a chart or poster to find out some of the ways that we are different from our friends. This could focus on the number of people that live in their house (including any siblings), any pets that they have etc.

Encourage the children to think about how to present this information to the whole class.

Activity 2 - talking about families

Learning Outcomes

Overarching learning intentions across this unit

Children will be able to:

- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

Learning outcomes specific to this plan

Children will be able to:

- Talk about their family, customs and traditions.
- Listen to others talk about their experiences.
- Compare their own experiences with those of others.

Key Vocabulary

same
different
family

Resources needed

A copy of 'The Great Big Book of Families' by Mary Hoffman (versions of this are available on YouTube) - or similar book showing different types of families

DfE Relationships Education and Health Education statutory requirements

- Relationships Education
Families and people who care for me
1. That families are important for children growing up because they

Prior to this week's plans, if appropriate - depending on your setting - ask the children (along with communication with the parents) to bring in a picture or photograph of their family.

In small groups ask the children to share their picture and talk about those in their family.

- Can they spot any similarities and differences?
- What is special about your family?

Enhancements for continuous provision

Small World area

Provide loose parts and resources such as people, animals, building blocks and images of different homes and communities. Set it up as an 'invitation to play' so that children are independent in creating groups of people, families and communities.

Create opportunities for children to make a family meal. This could be with play food, play dough, drawing/painting or collage. Alternatively, the children could write a menu for their families' favourite foods. When children are interacting, prompt them to talk about their family meals and the similarities and differences between them.

Home corner

Diversity dress up - provide role-play clothes to explore different cultural backgrounds; a range of foods to represent home cultures.

Music

Provide musical instruments and CDs to represent different cultures/places in the world.

Talking points

In your book corner, or at the snack table (or any other part of your classroom) you could provide some books about different religions, festivals and customs.

SCARF Time

During SCARF time, explore the SCARF value of Caring by talking about families. Our family is made up of people who care for us. Ask the children to think about how they can also show a caring attitude towards the people that look after them in their family. This can form the basis of a SCARF circle.

Share your ideas

We'd really like to hear - and with your permission, share - any other ideas for enhancements for continuous provision that have worked well for you.

Please email us at cle@coram.org.uk with your ideas if something has worked well and you think other teachers would like to try them.

can give love, security and stability.

- Relationships Education

Families and people who care for me
2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

- Relationships Education

Families and people who care for me
3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- Relationships Education

Families and people who care for me
4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- Relationships Education

Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs