

# Year Six

## Lesson 1

Lesson length: 60 minutes

### Unit title: Being a respectful and responsible individual

Lesson title: Changing family relationships

Year  
6

#### Learning Objectives

To be aware of how families change

To know roles and responsibilities within family may change

To know that there are a range of families in society

To know that marriage is a legal commitment between two people

#### Suggested Activities

Recap on ground rules with pupils.

**Activity** Discuss are all families the same? How might they be different? What are the different relationships within a family?

THINK-PAIR-SHARE

- Two interesting things about their family?
- What different things do family member like to do?
- They will have three minutes to think, pair, share

Take feedback and discuss how families can be similar and different even in a class group. Continue the discussion and ask pupils to challenge, develop or support. This will help pupils to articulate their opinions and understanding of a wide range of views.

- Do families always stay the same?
- How might they change?

(Explain different types of families for e.g. clarify the difference between step-siblings with half-siblings as this can be a difficult concept to understand for pupils).

**Activity** Discuss changing situations such as siblings moving to go to university, an additional member – elderly grandparents coming to stay, new baby.

- How do people in families cope with change?
- What key characteristics are important during a time of change?

Emphasise that for most people the family unit are a supportive unit who look out for each other in times of stress or celebrations. Explore how families strengthen their bond. Think about people/couples going onto start their own families.

- What kind of things do they need to think about?
- What roles do the different people within the family do?
- What might their responsibilities be?

Highlight that people in close relationships support each other through love, care, communication and responsibilities.

Some couples choose to show their commitment through marriage.

Some couples decide that they are happily committed as they are.

Ask the children – what is marriage? Expand on the legal implications.

- Why might some people choose to get married?

Highlight that this may be because of their religious belief or that they want to share their commitment in Law.

Show children a model of a family tree. Discuss how the different family members are included.

#### Relationships and Health Education

##### Learning Outcomes

##### Families and people who care for me


- 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
- that families are important for children growing up because they can give love, security and stability
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

##### Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Continued



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<p><b>Relationships and Health Education</b></p> <p><b>Learning outcomes</b></p> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>	<p><b>Activity</b> In group's pupils design their own family. They need to decide on the amount of family members, how they are related, and if the couples are married/not. This may include step-families with different surnames.</p> <p><b>Debrief</b> At the end of the lesson pupils should have the opportunity for reflection and appreciation. This could be through a reflective piece of writing.</p>	
<p><b>Unicef Articles</b> Article: 3-14, 18-23, 25, 30</p>	<p><b>Resources</b> Flip chart paper Coloured pens</p>	<p><b>Key vocabulary</b> Single parent families Blended families Adopted families Nuclear families Foster families Same sex parents Family tree Surnames Commitment Law Marriage</p>