



Health &
Wellbeing

LKS2
Relationships

Living in the
Wider World

Unit 4: Similarities and Differences

Lesson 2: Family Links

Learning Objectives

- Know 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
- Know and understand how the make-up of family units can differ

PW44 Empathise with another viewpoint

PW45 Form and maintain appropriate relationships with a range of different people

Introduction

- Show the pupils a range of photographs illustrating different family set-ups. Do not explain the link between the photographs to the children, but encourage them to make this link themselves i.e. that they all show family units.
- If they were going to put a title on this gallery of photographs, what would it say?
- Do they have favourite family photographs at home that could be included in this gallery? Ask the children to describe their favourite photograph to a partner.

Main Activity

- Refer back to the discussions the pupil have had about favourite family photos. Discuss emotions linked to the photos. Where was the photo taken and who is in the photo?
- Give the pupils the tree template and ask them to place family members onto their tree. They could display them in the apples or along the branches.
This does not have to follow the traditional family tree presentation.
- Share some of the pupil's family trees with the others and display them as a class forest.

Resources

Family photographs
Tree template

Main Activity cont.

- Encourage the children to think about the people on the tree and all the different relationships they have with them.
- Ask them to write down what they think are the differences between friendships and family relationships? Would your grandma ever not be your grandma? Would your friend ever not be your friend?
- Explain that the family unit is designed to be a stable one, with the roles of family members being to support and care for one another, providing security for children as they grow up.

Plenary

- Ask the pupils what they notice about the trees - think of similarities and differences e.g. large families shared, no siblings.
- Discuss different family situations e.g. step parents, living with grandma, two mums or dads or living with non-family members.
- Explain to them that some children do not live with their family and are cared for by non-family members, such as adopters or foster carers.

Assessment

- How do family setups differ?
- What is the purpose of family?

Family Tree