



Our Family



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Our Family - teaching guidance

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Introduction

About the films

These films and related teaching activity ideas are designed to help teachers deliver aspects of statutory Relationships education by exploring and celebrating diverse families and their relationships.

The materials can be integrated into a school's Relationships education or PSHE scheme of work for KS1 where these focus on what different families look like, and the characteristics of healthy and happy family relationships.

It is important to show sensitivity and understanding of children's individual circumstances when using these films and related activities.

Please ensure you have viewed the films and read the safe teaching and learning guidance provided in these Notes before using in the classroom.

Curriculum links

The resource can contribute (either explicitly or implicitly) to the statutory and non-statutory areas of learning in the primary curriculum listed below:

Relationships and health education: statutory guidance

General primary guidance

- the fundamental building blocks and characteristics of positive relationships, with particular reference to...family relationships...
- ...the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- ...Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures.)

By the end of primary school:

Area of learning	Core area	Detail
Relationships education	<i>Families and people who care for me</i>	<p>Pupils should know:</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. that others' families, either in school or in the wider world, sometimes look different from their family, but they should all respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are all at the heart of happy families, and are important for children's security as they grow up.
	<i>Respectful relationships</i>	<ul style="list-style-type: none"> 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. practical steps they can take in a range of different contexts to improve or support respectful relationships. the importance of permission-seeking and giving in relationships with friends, peers and adults.
	<i>Being safe</i>	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. where to get advice - eg family, school and / or other sources.

Non-statutory PSHE programme of study (KS1)

Core theme	Sub-section	Learning opportunities
1. Health and wellbeing	<i>Mental health</i>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H14. how to recognise what others might be feeling</p> <p>H17. about things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss ...; to identify feelings associated with this; to recognise what helps people to feel better</p>
2. Relationships	<i>Families and close positive relationships</i>	<p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p>
	<i>Respecting self and others</i>	<p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>
3. Living in the Wider World	<i>Shared responsibilities</i>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>

Safe teaching and learning guidance

It is important to establish a safe and supportive learning environment during these lessons. This allows children to explore and discuss their thoughts and feelings openly without fear of judgement and shame. Ways to do this for this age group include:

Agreeing and reinforcing ground rules for discussion and behaviour.

Children should trust that anything they feel or share is valued and not judged. It is best to discuss and agree these rules with children, but some examples that could be used or adapted might include:

- we make sure everyone feels listened to
- we ask questions if we are not sure
- every question is a good question
- we say kind things about other people's ideas, even if we don't agree with them
- we never say unkind things about other people, their families or homes
- only one person speaks at a time (you can use an object such as a teddy for children to hold when they are speaking as a reminder)
- you can tell someone if you feel worried or unhappy in a lesson

Being sensitive to children living in challenging family situations or in local authority care, or when discussing a situation that might upset or worry a child - eg Ivy: parents splitting up; Alexa: a parent dying.

Be aware of any children who may be affected, or work on the basis that at least one child in the class will have had an experience which may be triggered by a film or discussion, and ensure sensitivity in delivery.

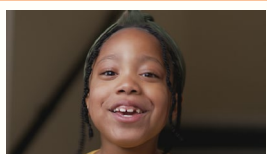
Distancing by using the films to reflect on and discuss the featured families' situations, not children's own - no-one should feel they have to share their own experiences. Distancing techniques can also include using picture books, puppets / dolls, stories, pictures of scenarios, etc.

Enabling questions. Encourage questions, but also provide a way (eg writing or drawing for a post-it wall or question box) for children to ask questions or share something away from the rest of the class, and being available to pupils if they want to talk after a session. Ensure children know who in school can support them if they need it, and emphasise established messages about safe networks of trusted adults.

If a child says anything which causes concern, or makes a disclosure, you must follow your school's safeguarding and confidentiality policies and procedures. If you are unsure of these, speak to your Designated Safeguarding Lead, or contact the NSPCC on 0808 800 5000.

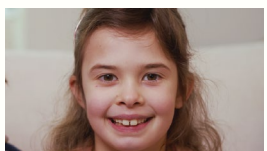
The films

The films as a whole demonstrate that there are essential aspects of healthy, loving family relationships that apply whatever a family looks like, or whoever is in it. By showing everyday life in a range of diverse families, children can see that whether a family looks like their own or not, there are aspects which are common to all families. The focus and overview of each film is outlined below:



Showing respect

Eden. Eden introduces us to the concept of respect, what it means and why we should respect others. She shows us how her and her family show respect to one another.



When families grow and change

Alexa. Alexa and Archie's family changed when their mum died. Now they have a step-mum and a half-sister. Alexa shows that good things can happen when families grow and change.



Supporting and helping one another

Josh. Josh and his brothers show us how their family supports and helps one another and how they ask for help when they need to find it.



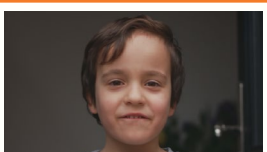
Caring family networks

Ivy. Ivy lives with her mum and little brother, Freddie. She introduces us to her network of care-givers and explains how her dad and grandparents also look after her and Freddie.



Helping out

Buster. Buster and his big brother and sister welcome us on to their farm. They show us how everyone in the family has a job to do, and how responsibilities change as people get older.



Two mums

Henry. Henry introduces us to his home life with Mama, Mummy and little sister, Sophie. We see how his two mums love and care for them.

Key questions and suggested activities

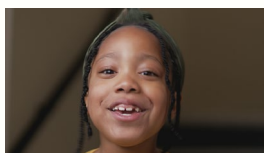
The guidance below shows examples of some key questions you could use for discussion before, during or after watching each film, along with activity suggestions which can be adapted, extended or developed to fit with your class and curriculum needs. The questions and activities can also be used to form the basis of any lesson plans with the learning objectives and outcomes given – for example, some of the ‘Before the film’ key questions could be used as a way to assess what children already know, then revisited after watching the film to see if knowledge and understanding has progressed.

The suggested activities can be used alongside the relevant films, but can also be adapted to be used with other films in the series, with the series as a whole, or to support your existing teaching about families.

There are also some more general questions at the end to help develop children’s understanding of and skills around healthy relationships more generally.

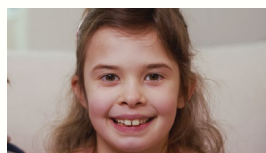


Ava, Eden and family



Showing respect

Learning objective	To demonstrate the importance of respect, and how to show respect to other people.
Learning outcomes	<p>I can:</p> <ul style="list-style-type: none"> say what 'respect' means say why respecting people is important show respect to other people by what I say and do
Key questions	<p><i>Before the video</i></p> <ul style="list-style-type: none"> What does 'respect' mean? Why is it important to show respect towards other people? How do we show respect towards other people? <p><i>During / after the video</i></p> <ul style="list-style-type: none"> How does Eden show that she respects the people in her family? How do they show Eden that they respect her? How do Eden and Ava make sure things are fair for each other? How do Eden and Ava show respect for their mummy when she is tired? How do you think that makes their mummy feel? <p><i>After the video</i></p> <ul style="list-style-type: none"> What does Eden show us that respect means? Which words do we use when we show someone respect? How do we behave when we are showing respect? How does it feel when someone respects your feelings? How do you show respect to people in your family? Who else should we show respect to? How can you show respect to other people / people in school? (This could also link with sharing and making sure people feel included, as shown in the film).
Suggested activities	<ul style="list-style-type: none"> Establish all the things which show that someone is demonstrating respect to someone else (words and behaviours). Pick out key behaviours such as listening, looking at them, making positive comments about things they say, asking for things using 'please' and 'thank you', asking for permission, sharing, etc. Role play different scenarios to show someone in the same scenario being / not being respectful, and ask the audience how they can tell the difference. Make a Respect wall, tree, flower or similar. Children can add to it by drawing or writing on 'bricks', 'leaves' or 'petals' etc. things which they can do or have done to show respect to someone else, or that someone else has done to show respect towards them. Draw pictures of all the people in the children's networks and communities that they show respect to - eg family members, teachers, shop workers, nurses and doctors, bus drivers, one another, etc.



When families change and grow

Learning objective

To show that families might change and grow, and ways to manage this.

Learning outcomes

I can:

- explain some ways that a family might grow and change
- name some feelings around families growing and changing
- describe things people can do to help with not so good feelings

Key questions

Before the video

- How does a family grow?
- When a family grows it changes. Can you think of (other) changes that can happen in a family?
- What is good about families growing and changing?
- Are there any changes which might be difficult or sad for a family?
- How might people feel when there is a change in their family?

During / after the video

- Why did Alexa's family change?
- How has Alexa's family grown?
- How do you think Alexa might feel about the different changes in her family?
- Do you think Alexa's feelings might have changed too?
- What helps Alexa when she feels sad about her mummy?
- How do you think daddy and Lucy help Alexa feel better?
- What else might help Alexa feel better?

After the video

- Can you think of some ways your family has changed since you were smaller?
- Can you think of any other changes that have happened to you?
- What does it feel like when something changes?
- Can you name some good/not so good feelings?
- What / Who can help when someone has not so good feelings?

Suggested activities

- Give or ask children to draw a timeline and add at the top (drawing or writing) changes that have happened to them since they were babies until now (eg grown bigger; had birthdays; started nursery / school). At the bottom, ask them to draw or write any ways in which their family has changed in that time (eg got a pet; had a new baby; moved house).
- Ask children to think of some changes that might happen to a family then to choose one of these. Ask them to draw a picture of someone showing how they might feel before that change, and afterwards. They might also be able to add more pictures showing how that person feels immediately afterwards, but how their feelings might change too.
- Discuss some of the words that describe feelings people have when there are changes. Ask children to write words / illustrate what someone might look like if they feel this word, and make a Feelings display.



Supporting and helping one another

Learning objective	To show the different ways that families can offer support to one another, and how to ask for help when it is needed.
Learning outcomes	<p>I can:</p> <ul style="list-style-type: none"> explain why people in a family might need help, or who might need more help than others / special help describe ways that people in a family can help one another demonstrate some ways of asking for help name some people I could ask for help if I needed it
Key questions	<p><i>Before the video</i></p> <ul style="list-style-type: none"> Why might different people in a family need help? Is there anyone in a family who might need more help than other people / special help? How can people in a family help each other with their feelings? <p><i>During / after the video</i></p> <ul style="list-style-type: none"> What are the different ways that the brothers all help each other? What kinds of things do they need help with? Who might need some extra help? What ways do the family say / show extra ways of helping Josh if he needs it? What helps people in a family feel good / deal with feelings that aren't so good? <p><i>After the video</i></p> <ul style="list-style-type: none"> How do people in your family help you? How do you help people in your family? Who can someone go to if they have not so good feelings / feel worried, sad or scared about something? How / Who can someone ask for help if they need it? Who could you go to if you have not so good feelings / feel worried or sad? <p>How can you help someone else if they need help, or if they were having not so good feelings?</p>
Suggested activities	<ul style="list-style-type: none"> Discuss how it feels to be worried or scared, identifying places in the body where these feelings can happen. Make a class list of things which might worry or scare someone, then alongside write the names of people who can help. Use a picture book such as <i>The Huge Bag of Worries</i> to help children understand how feelings affect our mental health if they're kept inside. Ask children to explain how they could help someone they know who was feeling worried or scared, etc. What could they do or say? They could do this as a role play, draw pictures or write words in speech bubbles, etc. Ask children to draw a picture of themselves and write around the outside all the people who they could go to if they were feeling worried or unsafe. Reinforce messages around safety networks through activities such as children drawing around their hands and naming one person on each finger who they can trust and talk to if they need to.



Archie, Alexa and family



Josh, Nathan, Zac and family



Freddie, Mummy and Ivy

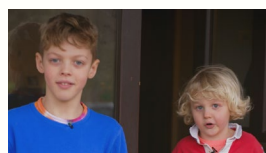


Buster, Dexter and family



Caring family networks

Learning objective	To show that there is a network of family members who love and care for you, beyond your own home.
Learning outcomes	<p>I can:</p> <ul style="list-style-type: none"> describe family networks talk about why some people in families don't live in the same home describe how people in our family networks love and care for us, even if they don't live with us
Key questions	<p><i>Before the video</i></p> <ul style="list-style-type: none"> Does everyone in a family always live together? Are there people in a family who don't live in someone's home? How do we know that these people are also part of someone's family even if they don't live with them? Why might these people not live in someone's home? <p><i>During / after the video</i></p> <ul style="list-style-type: none"> How does Ivy's mummy show love and care for her and her brother? Who is in Ivy's family who doesn't live in her home? How do we know these people are part of Ivy's family too? How do these people show love and care for her and her brother? What does Ivy do if she's feeling worried or misses her mummy when she is not at home / with the other people in her family? (You could use Ivy's description of people being joined by invisible string as part of the questioning about how families are linked). <p><i>After the video</i></p> <ul style="list-style-type: none"> How do you know that people in your family love and care for you / How do people in your family show you love and care? Are there people in your family who don't live with you in your home? (eg aunts, uncles, cousins, etc.) Who are the people that you are joined to with invisible string? If you are feeling worried or sad, what helps you to feel better?
Suggested activities	<ul style="list-style-type: none"> Create a family display showing how different family members are joined together (eg using string to connect pictures like a jigsaw). Children create a trophy / medal / top trump card, etc to celebrate a family member who cares for them but doesn't live at home. The award could include words about the things that person does to show them love / care. Discuss the scene in the video where Ivy packs some special things to take to her grandparents. Ask children to create their own suitcases of special objects that they would take if they were going somewhere else. If appropriate, discuss feelings around these objects, and how the objects would help children with good feelings. At the beginning of the film there is a shot of a heart with things on it that Ivy loves. Children could make something similar, listing family members or aspects of family life.



Helping out

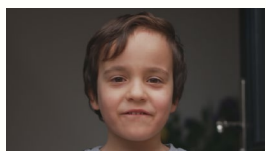
Learning objective	To show that everyone in a family has jobs they can do, and how our responsibilities change as we get older.
Learning outcomes	<p>I can:</p> <ul style="list-style-type: none"> describe the different jobs that people in a family might have say why people in a family have different jobs and responsibilities describe how people's jobs responsibilities might change as they get older explain why it is important that everyone in a family helps out
Key questions	<p><i>Before the video</i></p> <ul style="list-style-type: none"> What are the different jobs that people in a family do in their homes? Does people in a family have different jobs? Why do people have different jobs? Are there jobs that some people in a family can't do? Why? What does 'responsibility' mean? <p><i>During / after the video</i></p> <ul style="list-style-type: none"> What kind of jobs do Buster and his family do? / What responsibilities do they have? Why is it important that they all help out? Why can't Buster do the same jobs as his brother and sister? When will he be able to do those jobs? How can he help out? <p><i>After the video</i></p> <ul style="list-style-type: none"> Which jobs do you have in your house? What jobs can you do now that you couldn't do when you were smaller? Which jobs are you looking forward to doing when you get older? Why is it important for everyone to help out in a family? What responsibilities do you have at school? What responsibilities do the adults at school have? What other kinds of responsibilities do people have?
Suggested activities	<ul style="list-style-type: none"> Create a display showing all different jobs that the children have to do at home and / or in school. (Be aware of any vulnerable children - eg young carers, and focus on jobs at school if necessary). Ask children to draw a picture of themselves when they were younger, themselves now, and themselves in the future. Next to / underneath / around each image, ask them to write the responsibilities they had / have / are looking forward to having. Ask children to identify some jobs they could help with at home that they don't do already (eg laying the table, cooking dinner, hanging out washing). Ask them who it would help and how that person would feel if the child helped them. Challenge them to do a different job to help out each day for a week. Children identify a job that one member of their family does, and draws or make a model / puppet of that person as a superhero doing the job / design a superhero cape for that person.



Dexter helping Buster



Mummy, Sophie, Henry and Mama



Two mums

Learning objective

To demonstrate the love and care that same sex parents give to their children.

Learning outcomes

I can:

- say how families might look similar or different to other families
- describe families which look similar / different to my family
- name different people who might be in a family
- talk about different types of parents and how they show love and care for their children
- talk about the different things people in a family do together

Key questions

Before the video

- Can you describe any families which look similar / different to your family?
- Who is in a family?
- How do parents show that they love and care for their children?
- What kinds of different things do parents do in a family?
- What kinds of things do different people do together in a family?

During / after the video

- How do Henry's mums care for him and his sister in different ways?
- What different things do Henry's mummies do with Henry and his sister?
- How does Henry's family show that they love and care for one another?
- Does having two mummies make a difference to the love and care in Henry's family?

After the video

- Do all families have a mummy and a daddy?
- How is Henry's family similar to / like other families?
- How does your family look similar and different to Henry's family?
- Who loves and cares for you in your family?
- How do they show you love and care?
- What do different people do together in your family?

Suggested activities

- Gather a selection of diverse images showing a range of different types of family - eg from books, films, TV programmes, magazines etc. Ask children to discuss any differences or similarities between the families, and any similarities or differences to their own families.
- Ask children to create a 'recipe for a happy family' using different feelings and behaviours that they have identified. Ask them to choose five 'ingredients' to make a happy family - would these ingredients still be the same however a family looked? (Use the images to help if necessary - eg would the ingredients apply to a family with two mummies / daddys as well as one with a mummy *and* a daddy, or with just *a* mummy *or* daddy, etc?)
- Make a class list of all the things that families might do together, or ask children to identify the people in their families with whom they do certain things.
- Play 'Find someone who' bingo by asking children to find someone in the class whose family has particular similarities and particular differences.

General questions and discussion starters about family relationships

- Who can be in a family? (Focus on diversity and all the different ways a family can look. This might also include people who are not related but are considered family and the reasons for this).
- What makes a family a family? (This could also be used as a potential way to look at and challenge stereotypes - eg mum, dad, two kids; could also include pets!)
- Ways in which families can be similar and different, to one another and to one's own family. (Emphasis on the positives in relation to diversity.)
- Why is it important to show people in our families that we love and care about them?
- What are some ways of showing people in our family that we love and care about them? (Words as well as behaviours.)
- Describe how families can make one another feel (look at positives and negatives; can also include discussion of times when siblings annoy each other or argue etc and positive / healthy ways to manage this in a similar way as friends do).
- How can families help and support one another? (This could also help reinforce safeguarding messages about talking to trusted adults.)

You could also consider discussing and creating activities around the following questions which were asked of the families in the films:

- Describe your family in three words.
- What's special about your family?
- What does your family fall out about?
- How do you make up?
- What's your favourite thing to do as a family?