

KS1 Workshop – Love and Respectful Relationships

Length: 1 hour 15 minutes

Group: 15-30 students, year 1 - 2

Outcomes:

- Understanding that all families are different and consist of various family members
- Understanding what makes a relationship healthy
- Develop empathy for different types of families, through storytelling
- Have explored the importance of love and respect in relationships

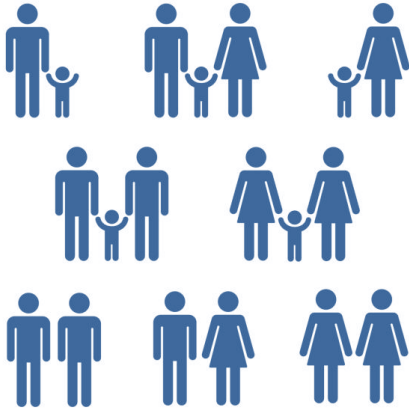
Session Plan Summary

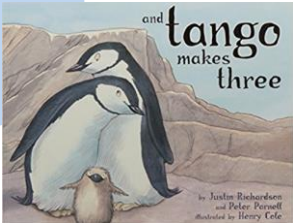
Time	Activity	Info	Resources
5 mins		Introductions and group agreement	
5 min		Introduce the Question Box	
5 min		Learning Objectives	
15 mins		Families and Relationships	
15 mins		Story time – ‘and tango makes three’	
15 mins		Draw and describe family	
10 mins		Question Time (assessment and plenary)	
5 mins		Feedback and summary (assessment and plenary)	
5 min	Intro, group agreement	  Following on from the assembly, remind the group that the workshop is about exploring families and relationships.  Our rules • Have respect for everyone • Listen to each other's ideas • Keep things in this room • Work together • Understand this is a safe space to make “mistakes” <u>Please ask questions!</u>    Highlight group agreement and ground rules.	Slides

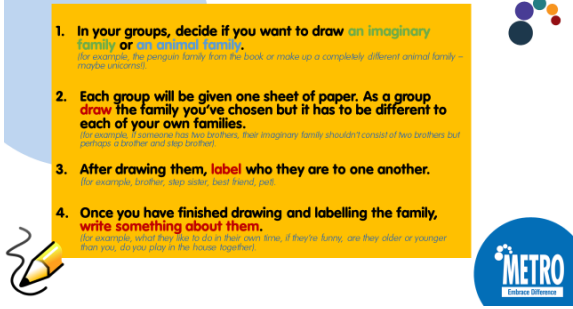
The PSHE Association quality mark applies to this workshop plan.

It should not be seen as an endorsement of any individual facilitator or organisation.

		Use this opportunity to explain to them the concept of confidentiality and expand further on the 'Keep things in this room' rule is known as confidentiality. Explain that "when something happens that causes a big concern to us, or worries us or a member of staff, we may need to break this rule to ensure your safety and share this information with someone else outside this room. That would be your safeguarding lead who is here to make sure you're always safe. <i>For the facilitator: It is important that you know the safeguarding and child protection policies in place for your organisation or school. If a student does disclose anything that worries you in or after this session, you will need to follow the safeguarding procedure.</i> When introducing the rules, ask the class if there are any rules that they might want to add that can also be used during the workshop. (Bear in mind any sensitive information shared about the make-up of the group beforehand by school staff. Tailor language and content if needed).	
5 min		 Introduce the concept of the 'questionbox' to the students. Explain that if they would like to ask any questions that they're not comfortable asking in front of anyone or would like more information on something or feel confused about something raised, that they can pop a slip in the 'question box'. There will be post-it notes laid out in a corner should you want to pop something in. There will also be time at the end if they don't manage to during the lesson.	Slides Basket Post-it notes

5 min	Slides	Today we are learning: ...about what makes a family. ...about our own families and other people's families. ... about the importance of love and respect. Briefly go over the learning objectives so the group are clear on what they will get out of the workshop.	Slides
15 mins	Exploring similarities and differences in their families	 Baseline assessment activity In small groups, give them two minutes to come up with a definition of what they understand by the word 'family' and write it on their flipchart paper. Take feedback gauging their current understanding and any misconceptions. Keep these to return to later. Remind the group that the assembly ended with an exploration of factors that are different about their families. Remind them of that and split the group into smaller groups. Now ask them in their small groups to talk about their families and find as many things as possible that their families have in common. Use this time to go around the groups and spark conversations. Popular conversations are: • Pets • Siblings • Grandparents	Slides

		• Parents • Dining together • Going to the park • Watching TV together Once time is up, hear from each group. Now that they have found out what they have in common with their families, give them another five minutes to discuss what they don't have in common. The first question should have already given them ideas on what they don't have in common. Again, go around the groups and spark conversations/hear from a few. Once time is up, bring them back together and hear from each group. Summarise by using their responses to highlight how all our families are different, but we can always find something we have in common. The most important thing for all our families to have in common is love. Move the group to carpet seats, ready to listen to a story.	
15 mins	Story time – reading 'and tango makes three' and exploring diverse families through characters	  Read the book out and ask them questions throughout the story. Get them to guess what they think will happen. Some engaging questions are: • <i>How do you think Roy and Silo feel?</i> • <i>What do you think the other penguins have that Roy and Silo don't have?</i> • <i>What do you think Mr Gramzay's idea will be?</i> • <i>How do you think Roy and Silo feel now that they have an egg to take care of?</i>	Slides (scanned book ppt.) Book – 'and tango makes three' <i>(Can use another story book that highlights families and relationships)</i>

		- Do you think Roy and Silo will know how to take care of the egg? Some more challenging questions could include: - Why do you think so many people have come to see Roy and Silo's family? - How would you describe Roy and Silo's family? What makes you describe it this way? - What kind of personality do you think Tango has? Continue engaging them throughout the book. End it with asking them who thinks it's a true story. Explain that it's a true story and that if they go to New York zoo, they will see Roy and Silo with their daughter Tango there. Share that Roy and Silo were the first ever male penguins to get a baby penguin. If there's still time, you can ask them what they thought of the book. Once story time has come to an end, get them to get back into their groups.	
15 mins	Drawing and describing their own families/imaginative families	 Once they're back in their groups, explain that they've spent the day exploring different relationships and families and what they might look like for each individual. <i>Remind them of the activity where they discussed the similarities and differences they wrote down about their families on paper. Explain that they will need to refer to them when doing the following exercise.</i> Activity: Create a family that is different from yours Students will be given one sheet of A3 paper per group. Their task is to work together as a group to create a family	Pencils Colouring pencils A3 worksheet Rubbers Sharpeners

		that is different from their own families. They will draw and label this family on their sheet. The only rule is that the family cannot have anything in common with any of their own families. <i>(For example, if someone has two brothers, their new family shouldn't consist of two brothers but perhaps a brother and step brother).</i> This should help the group develop their understanding of different relationships and explore in greater detail the concept of what makes a family. Some prompt questions: 1. <i>What do they each like doing together as a family?</i> 2. <i>What are they like? (Funny, playful etc.)</i> 3. <i>If you could describe each family member with one word, what would it be?</i> The idea is that by the end of this, everyone will have different variations of what their family looks like highlighting diversity within the family and being able to see that there's not just one particular way a family should look. <i>Students could be assigned roles within this group task, to challenge different pupils in certain ways. For example, one team member could be given the task of 'Questioner' – someone who questions other members of the group to see if they have certain people in their family. Another could be the 'Artist', another the 'Timekeeper', etc. This may be effective in stretching certain pupils and encouraging teamwork.</i> Once they have completed this, ask them to compare it to the similarities and differences they wrote down on their flipchart paper. Once time is up, get them to stop and put their pencils down and face the front. Ask for some volunteers to present what they have created and ask them to come to the front. Hear from them all and ask them to show us what they've drawn and describe their family to the rest of the group.	
--	--	--	--

10 mins	Question time	Question time Everyone needs to write down a question or a comment on their post-it note. You will then put it into the box. No one will know who has asked which question. We will answer as many as we can!   Explain that now there will be time for everyone to ask questions about anything we have discussed today. They could be about family, relationships, love, being bullied, etc. Emphasise that they will be completely anonymous and ensure the process is understood. Give out post-it notes and encourage all to write a question, to allow those who have questions to ask them without feeling self-conscious. If they do not have a question, they should write a comment on what they thought about the session. Collect up these questions in the box, and then answer them one by one from the box.	Post -it notes Question Box
5 mins	Feedback and summary (assessment and plenary)	Ask them in their small groups to look again at their definitions of 'family' from the baseline activity and add anything they want to in a different colour pencil, to show their new learning. Lastly review again the learning objectives and ask around if they think we've covered each point. Today... ... I can explain what makes a family. ... I can describe my own family. ... I can explain what love and respect mean and reasons why they are important.   Get the class to show with their fingers (1-5) how confident they feel they can do each learning outcome above. Explain the following: 1 finger = Not confident 2 fingers = slightly confident 3 fingers = fairly confident (50/50) 4 fingers = very confident	Slides

		5 fingers = extremely confident Now read each learning outcome out and ask them to score using their fingers. Acknowledge how great they have been and how much you enjoyed working with them. 	
--	--	--	--

For more information about how METRO Charity can support your school contact us at www.metrocharity.org.uk, by phoning 020 8305 5000 or emailing schools@metrocharity.org.uk.