

# Families and committed relationships

## Lesson 2: Diversity in relationships



### Lesson context and overview

This is the second of three lessons exploring healthy, committed relationships and what they look like. This lesson examines the diverse relationships within a community, teaching pupils to respect all relationships, even when they look different to their own.

### Curriculum links

#### Relationships education: Families and people who care for me

Pupils will learn:

- 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
- 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, the importance of spending time together and sharing each other's lives.

### Resources

Presentation slides

Family match cards (pre-prepared, one per pair)

Steps in a relationship cards (one set per class or per small group, depending on organisation)

Pupil worksheet: *Relationships word search* (optional extension activity)

### Key vocabulary

relationship, diversity

### Learning objectives

We are learning about:

- the range of families that exist within communities and the importance of respecting this diversity
- the values we bring to our understanding of relationships.

### Learning outcomes

We will be able to:

- describe a range of different families
- demonstrate respect towards diversity within families and relationships
- describe the steps of a relationship based on our own values.

### Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. All family set-ups should be discussed without judgement. Consideration should be shown towards pupils who may not have positive family or healthy relationship experiences, and who might need additional support during and after the lesson. In particular, ensure extra support is in place for Looked After children who may not identify currently with one particular family. If you have any safeguarding concerns, refer to your school's safeguarding policy and procedures.

## Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Remind pupils of the previous lesson, and ask them to recap some of the characteristics of healthy and unhealthy relationships.

Write the word 'diversity' on the board and ask if anyone can tell you what it means, then use slide 4 to define and describe it. Explain to pupils that relationships and families can look very different, but that the characteristics of healthy and happy relationships are the same whatever a relationship looks like.

## Core activities

1. Organise pupils into pairs and give each pair a set of Family match cards. Explain that pupils should look at each character and match them with their partner.

This activity provides a range of family examples and ways that a family can be created. Following the activity, discuss the different set-ups with pupils and how these may have come about (e.g. where adults are together, but one adult is birth parent to one child and step-parent to another).

Use the following questions can help to guide conversation:

- *Who is in the family?*
- *Can you explain the set-up of this family?*
- *Could there be anyone else in this family who isn't mentioned? Who might they be? (e.g. aunts, uncles, grandparents, etc.)*
- *Can you think of any examples of families that are similar to this one? (e.g. from TV shows, films, books, etc.)*
- *What kinds of things would make this family happy? (e.g. love, care, support)*

Ask pupils to share their family set-ups, if they want to, and compare these.

Following discussion, ask each pair to create a new family arrangement to add to the card set. Ask them to consider the following questions:

- *Who are the members of their new family?*
- *What do the family members look like?*
- *What relationship do different members of the family have to one another?*

2. Remind pupils again of the characteristics and importance of a healthy relationship and of everyone's entitlement to happy, healthy and safe relationships regardless of who they are.

Ask the class what they think happens when two adults meet one another and decide they would like to be in a relationship. What might some of the steps in forming that relationship be? Take feedback from pupils.

Organise pupils into small groups and give each group a set of Steps in a relationship cards. Ask pupils to discuss each of the basic steps involved in forming a relationship and order them. (Alternatively, this could be carried out as a whole class activity using enlarged versions of the cards.)

When ordering the steps, pupils should discuss their reasons for putting them in the order they do, meaning the activity will prompt a range of values and ideas and it may take some time for groups to agree on the order. Emphasise that these are only some basic steps in a relationship and that not all relationships will follow the same pattern or move in the same way.

Discuss the order groups have put their cards in, either with individual groups or together as a class, using the following questions to guide discussion:

- *Are there any other steps you would add to these?*
- *Are there any steps that you think aren't as important as others?*
- *How might people meet one another and form a relationship?*
- *What might someone say to ask someone else out on a date?*
- *How can someone know if the other person is comfortable with a hug, holding hands or a kiss?*
- *Does everyone in a committed relationship get married?*
- *Do couples need to be married to have children?*
- *Does everyone who is in a relationship have children?*
- *When might it be a good time for a couple to meet parents or friends?*
- *Do all relationships last forever?*
- *Why might a relationship finish?*
- *What might someone do if they no longer wanted to be in a relationship?*
- *What could someone do if their family didn't like their relationship with someone else?*
- *If someone wasn't happy in a relationship, what could they do?*

### Extension activities

1. Ask pupils to complete the *Relationships word search* worksheet. Discuss the meaning of each of the terms.
2. Ask pupils to create children cards to go with the other cards in the Family match activity.
3. Ask pupils to work in pairs to choose one of the Family match cards and draw a picture of the family involved. These pictures could be used in a display showing family diversity and difference.
4. Using magazines, newspapers or images sourced online, create a collage showing diversity in families.

### Plenary

Ask pupils what they have learned about the diversity of relationships in this lesson. Are there any other family set-ups they could describe that weren't included in the Family match activity? Go around the class and ask pupils to tell you one step involved in forming a relationship.

### Assessment

Use the outcomes of the *Steps in a relationship* activity to assess understanding of personal values connected to relationships.