

Health and Wellbeing Experiences and Outcomes:

Mental, emotional, social and physical wellbeing				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>				
<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>				
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>				

Literacy and English Experiences and Outcomes:

Listening and Talking – Understanding, analysing and evaluating				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> LIT 2-07a</p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> LIT 3-07a</p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> LIT 4-07a</p>

Progression

Early	First	Second	Third/Fourth
<p><i>I know that all families look different.</i></p> <p><i>I am able to share my thoughts with a partner.</i></p>	<p><i>I understand the differences and similarities between families.</i></p> <p><i>I am able to respond to questions using key question vocabulary.</i></p>	<p><i>I understand the importance of celebrating cultural and family diversity.</i></p> <p><i>I am able to support my opinion with evidence.</i></p>	<p><i>I appreciate the unique features of individuals and their families.</i></p> <p><i>I am able to make informed opinions using more than one source.</i></p>

By the end of Second Level

- ❖ *I understand the importance of celebrating cultural and family diversity.*
- ❖ *I am able to support my opinion with evidence.*

Resources:

'The Great Big Book Of Families' – Mary Hoffman and Ros Asquith

Mark making materials

Different Families Same Love poster, Stonewall Scotland –

https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf

Oxford Online Dictionary

Step 1:

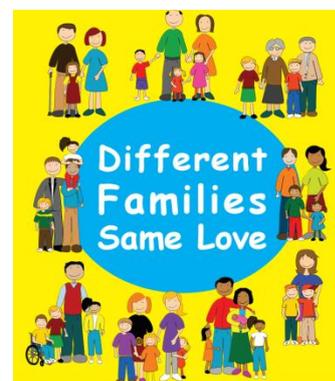
- Working within groups the learners should create a mind-map with all of the words that the associate with the word **'Family'**.
- Groups to share their mind-maps with the rest of the class.
- Following feedback pose the question: **'What are the similarities and differences in your mind-map?'**

Step 2:

- Read **'The Great Big Book of Families'**:
- Discuss the key message from the authors.

Step 2:

- Show the **'Different Families Same Love'** poster - https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf
- Focusing on the poster as a whole, pose the following questions:
'What do you see in the poster?'
'What are the similarities and differences in each picture?'
'What family types are missing from the poster?'



Step 3:

- Provide the learners with a set of cards with the dictionary definitions of **'family'** as sourced on the Oxford Online Dictionary: <http://www.oxforddictionaries.com/definition/english/family>
- The learners should use the set of cards to reach consensus as a group, agreeing the definitions which they feel meet the criteria of **'family'** and the definitions which do not. The children should use the images within the poster to support them in making their decision.

Step 4:

- The learners, in their small groups or as a class, should write a definition of what they consider to be **'family'** based on their discussions and interaction with the materials.

Second Level – Dictionary Task Definitions

<p>1. A group consisting of two parents and their children living together as a unit.</p>	<p>2. A group of people related by blood or marriage.</p>
<p>3. The children of a person or couple.</p>	<p>4. A large criminal group.</p>
<p>5. All the descendants of a common ancestor.</p>	<p>6. A group of peoples from a common stock.</p>
<p>7. A group of related things.</p>	

By the end of Third/Fourth Levels
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| <ul style="list-style-type: none"> ❖ <i>I appreciate the unique features of individuals and their families.</i> ❖ <i>I am able to make informed opinions using more than one source.</i> |
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Resources:

‘The Great Big Book Of Families’ – Mary Hoffman and Ros Asquith

Mark making materials

Different Families Same Love poster, Stonewall Scotland –

https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf

‘Is this a family?’, RISC Toolkit - <http://toolkit.risc.org.uk/collection/is-this-a-family/>

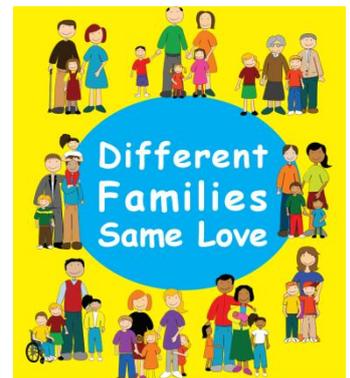
‘Love has no Labels’, AD Council - <https://www.youtube.com/watch?v=PnDgZuGhHs>

Step 1:

- Watch the ‘Love has no Labels’ clip - <https://www.youtube.com/watch?v=PnDgZuGhHs>
- In groups discuss:
 - ‘What do you notice about the reactions of the spectators in the clip?’
 - ‘What is the meaning behind *Love has no Labels*?’

Step 2:

- Show the ‘Different Families Same Love’ poster - https://www.stonewall.org.uk/sites/default/files/poster_different_families.pdf
- Working in small groups, give each group a different picture from the poster. Pose the following questions to the group:
 - ‘Is this group a *family* and why?’
 - ‘What do you notice about the group of people in the image?’
- Each group to share their opinions with the class.



Step 3:

- Show the learners the images from the RISC ‘Is this a family?’ resource.
- Using the pictures, discuss:
 - ‘How does ‘*Love have no Labels*’ apply to these family groups?’

Step 4:

- Read ‘The Great Big Book of Families’:
- In groups research “traditional families” in past and current media and stories, e.g. The Simpsons and Peter Pan. Following their research discuss:
 - ‘How do “traditional families” compare to the families in the Different Families Same Love resource?’
 - ‘How has media changed over time when representing *family*?’