

# Unit 1 Special people

## About the unit

In this unit children learn what is meant by 'special people' and what it means to have them in their lives. They learn about developing effective relationships, including how to identify adults that they can trust and how to talk to them or ask for help. They learn about friendships, family relationships and how people care for each other, while exploring their own involvement in these relationships. This unit supports other work on recognising, expressing and managing emotions.

This unit links to unit 4 'Support networks'.

The activities in this unit are designed to be flexible so that they can be adapted for the class, the whole school or individual pupils. It is important to establish clear ground rules for these activities (see the *Teacher's handbook* for more details).

This unit supports the Every Child Matters aims 'make a positive contribution', 'enjoy and achieve' and 'stay safe'.

## Where the unit fits in

This unit addresses the following aspects of the key stage 1 non-statutory framework for PSHE and citizenship:

### Developing confidence and responsibility and making the most of their abilities

- 1b share their opinions on things that matter to them and explain their views
- 1c recognise, name and deal with their feelings in a positive way
- 1d think about themselves, learn from their experiences and recognise what they are good at

### Developing good relationships and respecting the differences between people

- 4d learn that family and friends should care for each other

## Expectations

Expectations should be adapted according to the needs, age, key stage and maturity of the children. By the end of this unit most children should be able to:

- identify special people in their lives and describe why these people are special to them
- identify people that they can ask for help, and demonstrate ways of doing this
- describe who a friend is and what a friend does, and demonstrate some of the skills needed to maintain friendships
- describe their own family circumstances, recognising that family patterns are different for everybody
- demonstrate different ways that family and friends can show that they care for each other.

# Teaching activities

## 1 Who are special people?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"><li>■ that there are special people in our lives</li></ul>	<ul style="list-style-type: none"><li>■ Read a book, such as <i>Wheels</i> by Shirley Hughes, and ask the children to think about the main character's special people and what makes them special.</li><li>■ Ask the children to describe the people who are special to them, eg <i>members of family, teachers, midday supervisors, neighbours</i>, and their relationship with that person, eg <i>What do they do together? What do they say to them? How often do they see them?</i></li><li>■ Ask the children to draw a self-portrait on a piece of paper. Around this portrait they draw and label pictures of their special people and write down what it is that makes them special, eg <i>my Grandad takes me to the park, my neighbour looks after me when school is finished, my teacher helps me when I'm stuck.</i></li></ul>	<p>Children:</p> <ul style="list-style-type: none"><li>■ identify special people in their lives</li><li>■ describe why certain people are special to them</li></ul>	<ul style="list-style-type: none"><li>■ Schools may be covering similar work through the 'Relationships' and 'Getting on and falling out' themes in the social and emotional aspects of learning (SEAL) curriculum materials (see 'Resources').</li><li>■ Most children will have people at home and at school that they trust and with whom they feel safe and have a special relationship. However, be aware that there may be some children in the class who do not feel they have any special people.</li></ul>

# Teaching activities

## 2 Being friends

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"><li>■ about the nature of friendship</li></ul>	<ul style="list-style-type: none"><li>■ Discuss as a class who friends can be. Encourage the children to think about a range of definitions, for example whether sisters, brothers, pets and grown-ups can also be their friends. Make a list of the responses. Discuss who the children's friends are, using sentence stems such as 'I like my friends because...', 'My friend helps me to...', 'My friends like me because...'. Make a list of the children's ideas and use it to help the children understand why friends are important, <i>eg they stop us from feeling lonely, we have fun.</i></li><li>■ Ask the children to draw and label pictures of what they and their friends do together, <i>eg play, walk home, share toys</i>. Make a class display showing pictures depicting friendships. These could include photographs, pictures from magazines or newspapers and paintings or drawings.</li><li>■ Use a puppet to help explain that there is somebody new arriving in their class who doesn't know anyone. Ask the children how the new child might be feeling and then for ideas about what they could say or do to help them make friends, <i>eg introduce themselves, say 'hello', ask them if they want to play</i>. Ask the children to direct their suggestions to the puppet, and the puppet can respond as appropriate.</li></ul>	<p>Children:</p> <ul style="list-style-type: none"><li>■ describe who a friend is and what a friend does</li><li>■ demonstrate some of the skills needed to make and maintain friendships</li></ul>	<ul style="list-style-type: none"><li>■ To help children who find it difficult to make friends in school, encourage the children to talk about the friends they have at home or outside school.</li><li>■ Include images of people of different sexes, ages and races in the friendships picture.</li><li>■ Extend the activity by helping the children to think about why they fall out with their friends and how they might resolve conflicts and disagreements.</li></ul>

# Teaching activities

## 3 What does family mean to us?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> <li>■ what a family is</li> <li>■ that there are different types of families</li> <li>■ how family members care for one another</li> </ul>	<ul style="list-style-type: none"> <li>■ Discuss with the children what 'family' means. Ask them to think about who makes up their own family. Make a list of the key words, <i>eg brother, cousin, stepmum, uncle</i>. Discuss different family arrangements with them, stressing that there are many different kinds of family, <i>eg both parents present, one step-parent, lone-parent families, children living with foster parents, children living with grandparents</i>.</li> <li>■ Ask the children to find images they could use to make a family portrait for the class, <i>eg pictures of actual members of a child's family or general depictions or magazine pictures, photographs, drawings</i>. Make a whole-class collage demonstrating and celebrating the diversity of family patterns, <i>eg showing that not all families have a mother, a father and children, and that family members are not always of the same religious, cultural or ethnic background</i>.</li> <li>■ Read the story <i>Grace and family</i> by Mary Hoffman and Caroline Binch. Ask the children what Grandma means when she says 'Families are what you make of them' and 'A family with you in it is your family'.</li> <li>■ Make a list of ways that people in their families, including the children themselves, care for and look after each other. The children could make a concertina book with labelled drawings showing how family members care for each other. Ask the children to complete the sentences 'My mum/dad/carer/etc cares for me by...' and 'I care for my mum/dad/carer/etc by...'.</li> </ul>	<p>Children:</p> <ul style="list-style-type: none"> <li>■ describe their own family circumstances</li> <li>■ describe a variety of family situations</li> <li>■ know that family patterns are different for everybody</li> <li>■ describe different ways that families show they care for each other</li> </ul>	<ul style="list-style-type: none"> <li>■ Be aware of the diversity of family circumstances in the class and ensure that all types of family are talked about and valued. This could include children who are looked after in local authority care and children with same-sex parents.</li> <li>■ Make sure the children understand that, although family members are usually related, there is more than one way to be a family. For example, children in foster care may see the people they live with as their family.</li> <li>■ These activities could be used as an opportunity for children from different faiths and cultures to share their beliefs and values about family life.</li> <li>■ Using ICT: children could use clip art, desktop-publishing or word-processing software to produce their collage.</li> </ul>

# Teaching activities

## 4 People who can help

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"><li>■ to identify people who can help them</li><li>■ to know when and how to ask for help</li></ul>	<ul style="list-style-type: none"><li>■ Give each child a large piece of paper with three concentric circles, one small, one medium and one large, drawn on it. Ask them to draw and label a picture of themselves in the small circle. In the second circle, ask them to draw and label special people who are the first people they think of if they need help (likely to be immediate family and perhaps closest friends). In the third circle, ask them to identify and draw people they could talk to if the people in the second circle were not available. In the area outside the big circle, ask them to draw and label people they do not know so well but think they might be able to talk to if they needed help in particular situations, <i>eg nurse, faith group elder, community police officer.</i></li><li>■ Discuss with the class examples of times when they have needed or might need help. Talk about times when they might be able to solve a problem themselves but might also want to tell an adult about what has happened, and times when they definitely should get an adult to help.</li><li>■ Discuss, as a class, things that might sometimes prevent somebody being able to listen to and help them, <i>eg being too busy or not understanding what is being said to them.</i> Do a 'problem in a hat' activity where each of these issues is written on a slip, and children take it in turns to take one out of the hat and read it aloud. The children then suggest ways of dealing with such a situation, <i>eg trying again at another time, trying somebody else in their network.</i></li><li>■ Provide the children with some simple scenarios describing situations where they might need to ask for or give help, <i>eg you have fallen over in the playground, you are finding the work too difficult, your brother is being nasty to you.</i> In pairs, ask them to role-play how to ask for and give help. Share the role plays with the whole class and make a list of the language and approaches that are good for asking for help.</li></ul>	<p>Children:</p> <ul style="list-style-type: none"><li>■ identify people that they can ask for help</li><li>■ describe situations when they would need adult help</li><li>■ demonstrate that they know how to ask for help</li></ul>	<ul style="list-style-type: none"><li>■ Encourage the children to include extended family and non-family in their networks, such as a teacher, neighbour, parent of a friend.</li><li>■ Be aware that some children will identify lots of people they feel safe with; others will have more difficulty and will need help and prompting.</li><li>■ To make sure that the children have a broad understanding of what constitutes 'help', it may be useful to provide a range of examples, <i>eg when you are feeling ill, when you are lost, when you are finding your work difficult.</i></li><li>■ It is important that the children can apply the skills learnt in this section to real-life situations. Encourage them to share times when they have applied or can apply these principles, <i>eg in the playground.</i></li></ul>

## Links with other subjects

### RE non-statutory national framework

#### Themes

- 3j belonging: where and how people belong and why belonging is important
- 3k myself: who I am and my uniqueness as a person in a family and community

#### Experiences and opportunities

- 3p sharing their own beliefs, ideas and values and talking about their feelings and experiences

## Resources

- National Healthy Schools Programme – helps schools develop a whole-school approach to promoting health and well-being. This makes sure that what is taught in the classroom is reflected and supported by the school ethos and environment. For more details see the *Wired for health* website
- Schools Health Education Unit (SHEU) – offers evaluation and monitoring services to those concerned with the health and social development of young people
- *Sex and relationship education guidance* (DfES, 2000) – guidance for schools, teachers and governors that explains the legal requirements of sex and relationship education and suggests how to deal with sensitive issues
- *Sex and relationships education in schools* (Ofsted, 2002) – a survey of sex and relationship education and a guide to good practice. Appendix 1 contains learning outcomes for sex and relationship education at each key stage
- Social and emotional aspects of learning (SEAL) – a curriculum resource from the Primary National Strategy. This unit links to the 'Relationships' and 'Getting on and falling out' themes in the SEAL curriculum materials
- *Teachernet* – contains case studies of sex and relationship education practice across a range of schools, and includes information on provision of sex and relationship education to pupils with special educational needs
- *Wired for health* – this website contains information for teachers and healthy schools coordinators on health issues. It includes four separate websites for pupils of different ages

The website addresses of these resources are on the PSHE pages of the QCA website ([www.qca.org.uk/pshe/](http://www.qca.org.uk/pshe/)).

Care should be taken when encouraging children and young people to access websites.