

# RELATIONSHIPS EDUCATION

## MODULE A Families

O7 - Different types of families and how  
we respect differences

Year 6  
Autumn Term: Lessons 1-2



# Lesson Overview

Lessons 1-2: To respect and support diverse types of families

Engage  
&  
Activate

Whole Class Activity

Diverse families



25 minutes

Explore  
&  
Explain

Independent & Whole Class Activities

Respecting diversity



25 minutes

Elaborate  
&  
Reflect

Whole Class & Group Activities

Supportive families



40 minutes

Evaluate  
&  
Review

Whole Class, Group & Paired Activities

Supporting families



30 minutes

# Lesson Plan

## Lessons 1-2: To respect and support diverse types of families

### Aim

To respect and support diverse types of families

### Lesson Objectives

In this lesson pupils will:

**Identify** diverse types of family structures around them

**Explore** how families offer a caring and supportive environment

**Consider** the ways in which supportive families can offer a healthy environment for young people in need

### Learning Outcomes

By the end of this lesson, pupils will have:

**Identified** how to be respectful to those different to them

**Considered** the ways in which adoption and fostering can support families and young people in need

**Evaluated** that impact of fostering and adoption on those involved

### Key Vocabulary

adoption

diversity

fostering

orphan

### Resources



Resource sheets



Pens / Pencils



A3 paper

# Lesson Plan

Engage  
&  
Activate

## Lessons 1-2: To respect and support diverse types of families

Whole Class Activity

Diverse families

**Inform** pupils that in this lesson we will be **looking** at different types of families, how we respect diversity within these and how we can support those who may not have a family.

**Introduce** learning objectives and learning outcomes.

**Discuss** key vocabulary and **share** definitions.

As a class, **read Resource 1a**, which lists some common types of family structures.

**Explain** that in this lesson, the word 'structure' refers to the way that a family is composed; with adults and children.

**Ask** pupils if they have heard of these family structures before and from where.

**Ask** pupils: Are there any family types that you are not familiar with?

Lesson 1-2: To respect and support diverse types of families

Resource 1a

Common structures of families

These are common types of families that exist today in the modern world, with some families naturally falling into more than one category.

1. **Adoptive family** - a family that contains at least one adopted child and at least one adoptive parent.
2. **Blended family** - two families (parents with children from previous marriages) who come together to form a new family.
3. **Extended family** - all relatives, including grandparents, aunts, uncles, and cousins that form a family.
4. **Family with parents of the same sex** - there are two mothers or two fathers who care for a child or children.
5. **Foster family** - a family that takes care of a child, usually for a limited time, without being the child's legal parent.
6. **Interfaith family** - people of diverse religious backgrounds form part of the same family.

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**Discuss** that although the definitions of these types of families are quite distinct, in reality, families are often complex and may be classified in more than one way.

For example, an **extended** family, with grandparents could be both **multi-generational** and **multi-racial**.

# Lesson Plan

Engage  
&  
Activate

Lessons 1-2: To respect and support diverse types of families

Whole Class Activity

Diverse families

## Key vocabulary

- adoption** is a legal process whereby a person takes the parenting responsibility of a child, from their biological or legal parent
- diversity** being different or varied; variety
- fostering** the process to take care of a child, usually for a limited time, without being the child's biological or legal parent
- orphan** a child whose parents are no longer living

# Lesson Plan

Explore  
&  
Explain

Lessons 1-2: To respect and support diverse types of families

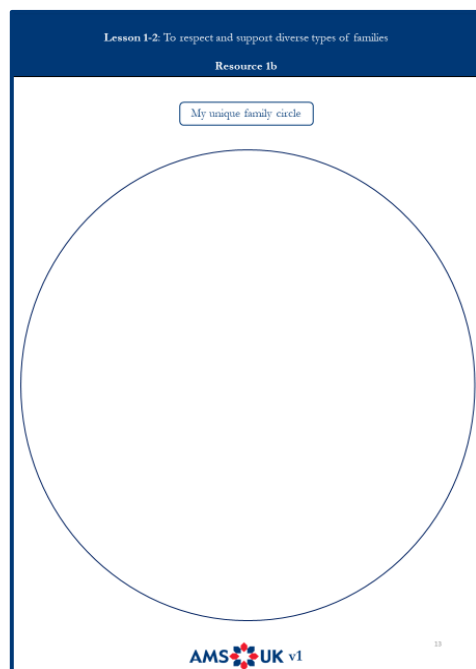
Independent & Whole Class Activities

Respecting diversity

**Hand out Resource 1b:** My unique family circle, to each pupil to **describe** their family.

**Ask** the pupils to **write** down all the adults and children that constitute their family and the family structure/s they identify themselves with. These people can live in the same house or in different houses. For example, the members can include parents, siblings, extended family, pets and so on.

**Ask** the pupils to **write** a few facts about their family that will help others understand their family better. They can include the benefits and challenges of being part of that family or how the family cares for and spends time with each other.



**Choose** a few pupils to **read** out their family descriptions.

**Explain** that every family is unique and that families can be made up of many diverse configurations of adults and children. We should value and respect all types of families even if they differ from our own.

**Ask** pupils: How do we ensure that we respect families that are different to ours?

**Take** feedback **emphasising** that we show respect through:

- our words, by ensuring we do not say anything that can cause offense or be discriminatory; rather our words should be welcoming and kind
- our actions, by ensuring we are supportive and helpful

# Lesson Plan

Elaborate  
&  
Reflect

Lessons 1-2: To respect and support diverse types of families

Whole Class & Group Activities

Supportive families

**Introduce** family structures that not only support all of their members but also welcome those without families or those in need. These types of families are called **supportive** families and include **adoptive** and **fostering** families.

**Supportive** families give stability, continuity, love and support for those who may not have it.

**Explain** that Islam includes a rich tradition of fostering and adoption.

**Ask** pupils about the life of the Messenger of Allah ﷺ. How was he ﷺ raised?

**Explain** that the Messenger of Allah ﷺ was raised by his grandfather and his paternal uncle after he was orphaned as a young child. Later, he became an adoptive father himself.

**Ask** pupils: What does Islam says about caring for and supporting all children in need, including orphans?

**Read** the ahadith together.

The Messenger of Allah ﷺ said:

‘I and the one who cares for an orphan will be in Paradise like these two,’ and he gestured with his two fingers, meaning the forefinger and the middle finger.’

Bukhari

‘The best house among the Muslims is the house in which orphans are well-treated. The worst house among the Muslims is the house in which orphans are ill-treated.’

Al-Adab Al-Mufrad

**Emphasise** that there is great reward for those families that look after orphans, i.e. Paradise and those households that look after orphans are described as the best.

# Lesson Plan

Elaborate  
&  
Reflect

Lessons 1-2: To respect and support diverse types of families

Whole Class & Group Activities

Supportive families

**Ask** pupils to **reflect** on the reasons why **supportive** families adopt and foster children or young people and the impact that this has on all involved.

For example, every child deserves a loving family environment. The child and adoptive parents emotionally bond with each other, sharing love which is positive for both parents and child.

In groups, pupils **complete Resource 2**: Supporting families through adoption and fostering, from the **perspectives** of the **supportive** family and the child or young person that is being welcomed into the family.

**Take** feedback and **discuss** responses.

Lesson 1-2: To respect and support diverse types of families

Resource 2

Supporting families through adoption and fostering

Write down the reasons for welcoming a new member into a family and the impact this has on all involved.

Reasons	Impact
For the supportive family	On the supportive family
For the child or young person	On the child or young person

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# Lesson Plan

Evaluate  
&  
Review

Lessons 1-2: To respect and support diverse types of families

Whole Class, Group & Paired Activities

Supporting families

**Ask** pupils to **consider** the families that live around them in their neighbourhood.

Have they or their family members:

- Introduced themselves to them?
- Found out their names?
- Found out about the type of family structure they have?
- Shared food with them?
- Found out if they need help or support?

**Ask** pupils: How can we better engage with the families in our neighbourhood?

**Ask** pupils, in groups, to **make** a plan of engagement and support for families in their neighbourhood on **A3** paper and **present** it to the class.

For example:

- Discuss with their own parents first, for permission and parental involvement
- Write a letter to their neighbouring families, introducing themselves
- Invite them for food or tea
- Discuss with them how they can help and support each other

**Review** presentations and **discuss** how the plans could be improved.

# Lesson Plan

Evaluate  
&  
Review

Lessons 1-2: To respect and support diverse types of families

Whole Class, Group & Paired Activities

Supporting families

**Review** learning by referring to learning objectives and learning outcomes.

**Ask** pupils, in pairs, to **discuss** then **share three** learning points from the lesson.

**Emphasise** the following:

- We should show respect and value all diverse family structures through our speech and our actions.
- Some **supportive** families take care of children and young people in need through fostering and adoption, providing them with a comfortable and inviting home; and this is an important part of social welfare and a highly rewardable act in Islam.
- We should engage with or support the different families around us, especially if they need our help.

Resource 1a

Common structures of families

These are common types of families that exist today in the modern world, with some families naturally falling into more than one category.

1. **An adoptive family** - a family that contains at least one adopted child and at least one adoptive parent.
2. **Blended family** - two families (parents with children from previous marriages) who come together to form a new family.
3. **Extended family** - all relatives, including grandparents, aunts, uncles, and cousins that form a family.
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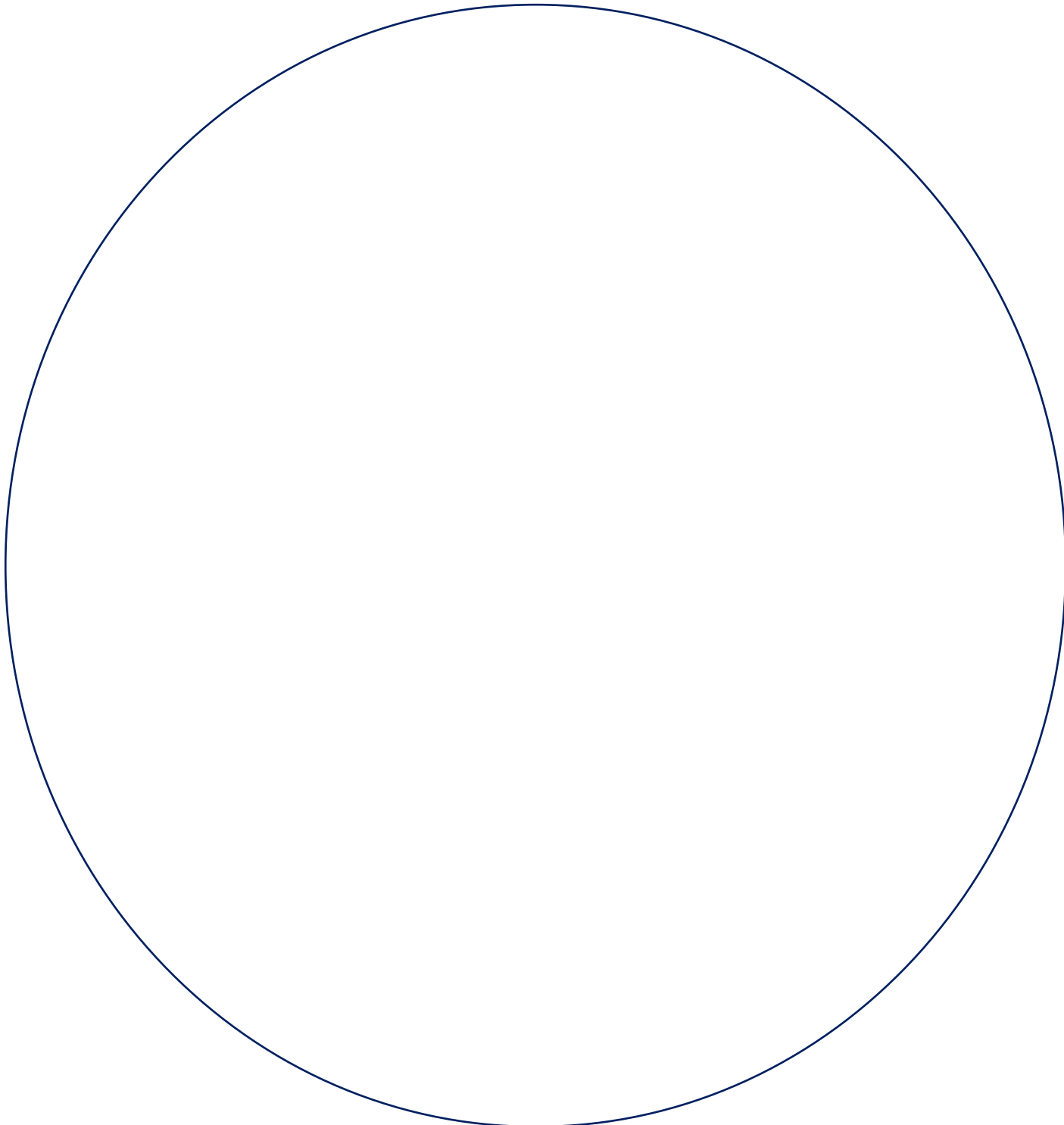
Resource 1a

Common structures of families

7. **Multi-generational family** - more than one generation of a family lives together, for example grandchildren who live with their grandparents.
8. **Multi-lingual family** - people speak more than one language in the family.
9. **Multi-racial family** - people of diverse racial backgrounds form part of the same family.
10. **Nuclear family** - a family consisting of two parents and their children, but not including aunts, uncles, grandparents and so on.
11. **Single-parent family** - only one parent is present to care for the child/ren.
12. **Step-family** - when a single parent forms a family with a new person or family.

Resource 1b

My unique family circle



Resource 2

Supporting families through adoption and fostering

Write down the reasons for welcoming a new member into a family and the impact this has on all involved.

**Reasons**

For the supportive family

For the child or young person

**Impact**

On the supportive family

On the child or young person

Teacher notes

It may be useful to have a visiting speaker for this lesson – perhaps a family who fosters or who has adopted to deliver a presentation to the class.

Schools could also choose to invite agencies that offer fostering and adoption to present to the class.

Further work on the Seerah of the Messenger ﷺ around his adoption and childhood.