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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **TBQ: How can I take care of myself and my hygiene?**  **By the end of the lesson, pupils will be able to:**   1. Explain the importance of personal hygiene. 2. Identify different hygiene practices. 3. Demonstrate proper techniques for effective hygiene. 4. Reflect on how personal hygiene impacts health and wellbeing.   **Evaluation of Prior Knowledge**  Before the lesson, the teacher will assess prior knowledge by asking the pupils to share what they believe hygiene means and why it might be important. This can be initiated through a short group discussion, where students can volunteer their thoughts, and the teacher can make notes on the board. This preliminary discussion will provide insights into the students’ existing understanding and highlight areas requiring further exploration.  **Instructional Strategies**  The instructional strategies for this lesson will include a combination of direct instruction, collaborative group work, and hands-on activity. The following step-by-step guidance should be followed:  **Step 1: Starter Activity**   * **Introduction**: Begin with a brief discussion about what hygiene means. Ask students to share their thoughts and write key points on the board. * **Interactive Questioning**: Pose questions such as "What daily hygiene habits do you practice?" and "Why do you think these habits are essential?" This will stimulate interest and facilitate engagement.   **Step 2: Input**   * **Direct Teaching**: Present a simple PowerPoint or use a whiteboard to visually display different hygiene practices (e.g., handwashing, dental care, bathing). * **Definitions**: Introduce key vocabulary, explaining terms such as "hygiene," "germs," "bacteria," "well-being," etc., using age-appropriate language. * **Video Resource**: Show a short, age-appropriate video about the importance of personal hygiene and the impact of germs.   **Step 3: Activity**   * **Group Work**: Divide the class into small groups and provide each group with materials to create hygiene posters. Each poster must highlight specific hygiene practices, visual aids, and key messages about why these practices matter. * **Guided Practice**: Circulate among groups to provide assistance, check understanding, and encourage inclusivity. Challenge advanced students to research and include lesser-known hygiene practices.   **Step 4: Demonstration**   * **Hands-On Practice**: Demonstrate proper handwashing techniques with soap and water. Explain each step clearly (wetting hands, applying soap, scrubbing for 20 seconds, rinsing). * **Role-Playing**: Allow students the opportunity to practice proper handwashing in a sink or using hand sanitiser, giving them feedback on their technique.   **Step 5: Plenary**   * **Reflection**: Have students present their posters to the class and explain the hygiene practice they included and its importance. * **Open Floor**: Conclude with a Q&A session where students can ask questions or discuss what they have learned. | H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health | This lesson was planned to meet the context of CPOMS data from Autumn 1.  We found that neglect was the highest reported concern and that personal hygiene needed to be addressed with UKS2.  This lesson plan is aligned with the PSHE (Personal, Social, Health and Economic Education) curriculum outlined in the 2014 National Curriculum in England. Specifically, it addresses the outcome related to health and wellbeing, encouraging pupils to develop a mindful approach to their personal hygiene and overall wellbeing. The particular focus is on understanding the importance of hygiene practices in maintaining a healthy lifestyle. |
| 2 | **TBQ: What is a family?**  **By the end of this lesson, students will be able to:**   * Define what constitutes a family. * Recognise and discuss various family structures. * Appreciate the diversity of families in society.   **Evaluation of Prior Knowledge**  To gauge students' prior knowledge, the teacher will ask the following initial questions:   * "Can anyone tell me who is in their family?" * "What do you think makes a family?" * "Are all families the same?"   **Starter Activity:** Begin with a warm-up discussion. Using a whiteboard, jot down the students' names and their family members. Facilitate a talk where students describe whom they consider family members and why.  **Input:** Present a PowerPoint on different family structures. Include visuals representing various types of families, such as:   * + Nuclear families (parents and children)   + Extended families (grandparents, aunts, uncles, etc.)   + Single-parent families   + Step-families   + Families with same-sex parents   Discuss each type, prompting questions such as:   * + "What makes this family unique?"   + "How might this family celebrate occasions differently?"   Allow for discussion after each point to ensure comprehension and engagement.  **Main Activity:** Divide the class into small groups. Provide each group with a poster paper and markers. Assign each group a family type. Ask them to:   * + Brainstorm the characteristics of their assigned family type.   + Draw and label a representation of that family type on their poster.   + Prepare to share their findings with the class.   Circulate among groups, providing guidance, and prompting deeper thinking with questions like:   * + "How does your family celebrate holidays?"   + "What challenges might your family face?"   **Plenary:** Have each group present their poster and share insights with the class. Afterwards, lead a whole-class discussion to emphasise the key points made, highlighting the importance of respect and understanding within diverse family structures. | R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability  R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty | This lesson plan aligns with the 2014 National Curriculum for PSHE in England, particularly focusing on the topic of "Relationships." The specific outcome that this lesson addresses includes the following:  *To understand what a family is and the different forms families can take.* |
| 3 | **TBQ: Who is in my family?**  **By the end of the lesson, students will be able to:**   1. Identify and describe various family structures, including traditional and non-traditional families. 2. Reflect on their own family composition and relationships. 3. Understand and articulate the value of each family member’s role in their lives. 4. Appreciate diversity in family structures in today’s society.   **Evaluation of Prior Knowledge**  Before the lesson begins, the teacher will gather information about students' prior knowledge regarding family structures by asking them to think about:   * What makes a family? * Who they consider to be part of their family. * How different families might look in terms of composition and roles.   This can be done through a quick brainstorming session where students shout out their ideas, which the teacher will note on the board.  **Starter:**   * + Begin the lesson with a think-pair-share activity. Ask students to think about their family and share with their partner who is in their family. Encourage them to discuss the roles their family members play in their lives.   + After discussing, the teacher will invite students to share their ideas with the whole class, allowing for a collection of different family compositions.   **Input:** The teacher will introduce the topic of family structures, showing a PowerPoint or visual aids depicting various family types such as single-parent families, extended families, adoptive families, etc.   * + Explain key vocabulary such as 'nuclear family', 'extended family', 'guardian', 'sibling', and 'blended family'.   + Use anecdotes or stories to illustrate different family structures, making connections to students’ experiences.   **Main Activity:**   * + Students will create a "Family Tree" poster. Provide them with materials such as paper, coloured pencils, scissors, and glue.   + Step 1: Students will draw their family tree, including as many members as they wish.   + Step 2: Students will label each member and describe their relationship (e.g., 'my mother', 'my brother', 'my uncle').   + Step 3: Once completed, students will write a short paragraph about what each family member contributes to their family life or why they value them.   + The teacher will circulate and facilitate discussions, asking guiding questions such as:     - "What qualities do you appreciate in your family members?"     - "How do different family structures support individuals in different ways?"   **Plenary:**   * + Have a few volunteers share their family trees and write or share one thing they value about their family members.   + Discuss the importance of family support and how each structure has its own unique strengths. | R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another | The lesson aligns with the 2014 National Curriculum guidelines for PSHE, particularly focusing on 'Relationships' and 'Health Education.' The specific outcome under consideration is to help pupils understand the importance of family structures, the dynamics of their own family, and recognising the various forms family can take. This aligns with the requirement to promote wellbeing and develop a sense of belonging and identity. |
| 4 | **TBQ: Do all families look the same?**  **By the end of this lesson, students will be able to:**   1. Identify and describe various types of family structures. 2. Acknowledge the importance of respecting and celebrating differences in family forms. 3. Discuss their own experiences and beliefs in a safe and respectful manner. 4. Reflect on how different families can influence individual lives and community relationships.   **Evaluation of Prior Knowledge**  Before the lesson begins, the teacher will assess students’ prior knowledge through a simple open-ended question posed to the class:   * “What does family mean to you?”   Responses will be recorded on the board. This will provide insight into students’ understanding of the various types of family dynamics they may already be aware of.  **Starter Activity**  Begin with a circle time where students share their definitions of "family".  After discussing their definitions, the teacher will introduce a visual aid (chart paper with drawings or pictures representing different family structures: single-parent, extended families, same-sex parents, blended families, etc.).  **Input**  The teacher will present a short video (3-5 minutes) that showcases different family types and their daily lives.  After viewing, facilitate a discussion around the video, asking guiding questions such as:   * + - “What did you notice about the families in the video?”     - “How are these families similar or different to yours?”   The teacher should encourage everyone to participate, ensuring that different perspectives are valued.  **Group Activity:**   * + Divide students into small groups (4-5 students each).   + Each group will receive a large piece of paper and markers to create a "Family Tree" poster that includes various family types discussed.     - Groups will be tasked with including illustrations, keywords, and a brief description for each family type on their posters.   + Groups should also be encouraged to include personal connections or examples from their own lives (if they feel comfortable).   **Sharing:**   * + Each group will present their Family Tree to the class.   + Encourage peer feedback, asking classmates to share what they learned from each presentation.   **Plenary:**   * + Conclude with a class discussion on why it is important to understand different family types and the role that families play in shaping who we are. | R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability | This lesson plan aligns with the Personal, Social, Health and Economic (PSHE) education framework as detailed in the 2014 National Curriculum in England, specifically focusing on understanding the diverse forms of family structures. The primary outcome this lesson addresses is:   * **Understanding that family structures can differ**: "That there are different types of families and that there are no 'right' or 'wrong' family types". |
| 5 | **TBQ: What makes my family unique?**  **By the end of this lesson, pupils will be able to:**   * Identify and articulate what makes their own family unique. * Demonstrate respect and value for the diversity of family structures. * Use appropriate vocabulary to describe their family background and experiences.   **Evaluation of Prior Knowledge**  Prior to the lesson, it is important for the teacher to assess what students already know about families. This can be done through a brief discussion or a "think-pair-share" activity where students pair up and discuss family characteristics they think are common or unique. This allows the teacher to gauge familiarity with diverse family structures.  **Starter Activity:**  Begin with a warm-up activity to engage students' interest in the topic.   * **Activity:** "Family Tree." Provide each student with a piece of paper and ask them to draw a quick outline of their family tree, including just a few key members (e.g., parents, siblings, pets). As students draw, circulate the room and offer encouragement. * **Purpose:** This activity allows pupils to reflect on their family structure and prepares them for deeper discussion.   **Input:**   * Explain the concept of diversity in family structures. Begin a whole-class discussion by asking open-ended questions:   + “What kinds of families do you know about?”   + “How can families be different?” * Share examples: Families with single parents, stepfamilies, extended families, and families from varying cultural backgrounds. * Introduce key vocabulary (see below).   **Guided Activity:**   * **Task:** Students will create a "Family Unique Trait Poster." Each student will be given a large piece of paper and art supplies. They will illustrate and label four things that make their family unique.   + Encourage pupils to include diverse aspects such as traditions, languages spoken, activities, and family roles that are specific to their experience. * **Instructions for support:**   + Provide sentence starters (e.g., “In my family, we celebrate…”, “My family speaks…”).   + Encourage students to think creatively and express themselves through drawings or collage.   **Sharing and Reflection:**   * Split students into small groups and invite them to share their posters with their peers. * Purposefully rotate groups after a few minutes to ensure students hear from different peers.   **Plenary:**   * Bring the class back together for a whole-class share. Ask students to volunteer one unique aspect they learned about another family. * Conclude by reinforcing the importance of respecting and valuing differences in families. | R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability | This lesson plan aligns with the PSHE objectives outlined in the 2014 National Curriculum for England. Specifically, it addresses the statement that pupils should develop an understanding of the diverse nature of families and the importance of respecting and valuing differences. This lesson fits within the broader theme of identity and relationships. |
| 6 | **TBQ: What family do I belong to?**  By the end of the lesson, students will be able to:   1. Identify and describe their own family structures, including blood relatives and non-blood relatives. 2. Explain what constitutes a 'school family' and how they relate to one another within the school context. 3. Reflect on personal feelings of belonging and their roles within their families, both at home and school.   **Evaluation of Prior Knowledge**  Prior to this lesson, students should have an understanding of what a family is and should be familiar with basic social concepts such as friendship, inclusion, and respect. Teachers can gauge this knowledge through a short discussion at the beginning of the lesson where students share their thoughts on what 'family' means to them.  **Instructional Strategies**  **Starter (10 minutes)**   1. **Think-Pair-Share**: Begin with a prompt: “What does the word family mean to you?” Give students a minute to think, followed by pairing them to discuss their thoughts for two minutes. 2. After pairs share their ideas with the class, the teacher captures key themes on the whiteboard, encouraging the use of diverse terms for family (e.g., nuclear, extended, chosen family).   **Input:**   1. **Discussion around family**:    * Introduce the concept of 'family' through a story or video showcasing different family structures and dynamics.    * Highlight the term 'school family' and what that might encompass (teachers, support staff, classmates). 2. **Visual Representation**:    * Present a diagram illustrating various family types. Ask students to help label different parts. This engages visual learners and reinforces the content discussed.   **Main Activity:**   1. **Family Tree Creation**:    * Provide each student with a template for a family tree. They are to include names and relationships for at least three generations (e.g., grandparents, parents, siblings) as well as any significant family friends or pets that they feel are important to their family structure.    * As students work, circulate the room, offering support and asking probing questions such as:      + “Who is the person that you feel closest to in your family?”      + “Can you describe how a person in your school family supports you?” 2. **Sharing circles**:    * After completing their family trees, organise students into small groups to share their trees. Encourage them to discuss their feelings about belonging to these families.   **Plenary:**   1. **Reflection Session**: Lead a class discussion reflecting on what they learned about their own families and their school family. Prompt students with questions like:    * “What surprised you about your classmates' family structures?”    * “How does our school family help us feel supported?” 2. **Exit Ticket**: Each student writes down one thing they’ve learned and one question they still have about families to submit as they leave. |  |  |
| 7 | **Assessment: create a family tree for the class.**  Activity 2 - FamilyFamily Tree Ideas | Mrs. Sarah's ... | | |