

Lesson 1: "Who Do You Love?"

Stonewall Plan KS1: Year 1 or 2

National Curriculum links: Key Stage 1 joint non-statutory framework for PSHE and citizenship
2. Pupils should be taught: a) to take part in discussions with one other person and the whole class (Cross reference to English En1.3); f) that they belong to various groups and communities, such as family and school.

Key vocabulary: web, relationships, partners; family words, e.g. daughter, grandson, etc.

Learning intention: To begin to recognise the diversity of loving relationships

INTRODUCTION

Whole Class

You could start the activity with a well worn favourite. The point of this activity is to remind children of the many ways in which they are interrelated. Children stand in a circle and roll, throw or pass a ball of string to one another whilst holding onto the thread. Each time the children pass on the string they name a person and say how or why they like them. At least for the first round, they are encouraged to select someone who has not had a turn yet. The game can continue for as long as you like. In a large class, especially in Year 1, it might be helpful to subdivide into two circles, each with a supporting adult. When the game has been exhausted or the string has run out, look at the complex pattern of relationships which has been established. Use the phrase '**web of relationships**' to describe it (comparing the web with that of a spider).

Discuss how the web is strengthened by our *shared* experience in class, but note that we share our experiences with so many other people outside the classroom

ACTIVITY

Children are to think of all the people with whom they share experiences, and in particular of those people whom they love and who love them. You could model a pictorial web of your own important relationships on an interactive whiteboard. Draw yourself on the middle then draw lines to those who you love most; then draw lines from each of these outwards to people who *they* love most. Whilst the developing webs may contain siblings, parents and grandparents, uncles and aunts and cousins, it may also include friends, partners, etc.

On their own pieces of paper, individually or in pairs or groups, children develop their own relationship webs.

DIFFERENTIATION OPPORTUNITIES

Older & more able children

Older and more able children may wish to develop larger complex webs, or even try to work in pairs of friends to create interlocking webs with friends at the centre

Some children may prefer to create webs using words instead of pictures, more able children might even label the lines which connect one member of the web with another to show the nature of the relationship ('brother', 'partner', 'daughter', etc.)

Some children may prefer pictorial webs, or have opportunities to label just a few of the key figures in their web

Younger/ less able children

Some children may benefit from being provided with a frame, with pre-drawn/printed circles in which to draw a limited number of figures, and 'spokes' connecting the circles

PLENARY

Whole Class

Discussion: What do we notice about the networks of people we love? Some are older and some younger, some are female and some male, some are 'related' in the sense that they share parents or grandparents and some not. Allow questions about diversity to bubble up rather than imposing rigid expectations. Some children may, for example, wonder if different members of the web love each other in same way. If appropriate and natural, it might be worth noting that members of the children's webs love both members of the same sex and the opposite sex sometimes as friends, sometimes as partners, sometimes as family.