

Year 3

Families and committed relationships

Lesson 1: Commitment and marriage



Lesson context and overview

This is the first of three lessons exploring different types of committed relationships and their characteristics. This lesson focuses on what commitment means and its importance, and the different ways that people show commitment to one another.

Curriculum links

Relationships education: Families and people who care for me

Pupils will learn:

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Relationships education: Respectful relationships

Pupils will learn:

- practical steps they can take in a range of different contexts to improve or support respectful relationships.

Resources

Presentation slides

Relationships characteristics cards (one set per pair or small group; including blank cards)

Marriage: true or false?

True or false cards

Marriage and relationships word search

Key vocabulary

commitment, safe, secure, trust, relationship, marriage

Learning objectives

We will be learning:

- what commitment means and why it is important
- about different ways that people show commitment.

Learning outcomes

We will be able to:

- identify characteristics of healthy relationships
- explain what commitment means and why it is important
- describe different ways that people can show commitment in relationships.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Any discussion of committed relationships should be inclusive and non-judgemental, and should show awareness of different circumstances and setups within families. Be mindful of pupils who may not have positive family or healthy relationship experiences, and who might need additional support during and after the lesson. If you have any safeguarding concerns, refer to your school's safeguarding policy and procedures.

Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson.

Ask pupils: *What is a relationship?* Take some responses and then show the definitions of a relationship on slide 5. Ask pupils to give some examples of relationships.

Give each pupil a piece of paper and ask them to write 'My relationships' in the middle.

Around the outside, ask them to write down all the people that they have a relationship with. (This should be a relatively quick activity without too much consideration needed).

Ask pupils to look at the names they have written, then next to each one, write the category that the person fits in to: Family, Friends, School or Other.

Ask pupils for feedback and make a list of categories and people who belong in them on the board.

Explain that as pupils go through life, they will experience lots of different relationships.

Some of these will be close relationships, like those with family and friends, and some will be less close but still important, like those they have with people at school, or those they will have with people at work when they are older.

Core activities

1. Ask pupils why they think it is important for relationships to be healthy. How do healthy and unhealthy relationships make people in them feel? Take some feedback and explain that at a basic level, healthy relationships are good for our health and wellbeing, whereas unhealthy relationships can make us feel unhappy.

Ask pupils for one or two examples of characteristics of a healthy relationship (e.g. things that people in a healthy relationship do), and do the same for unhealthy relationships.

Organise pupils into pairs or small groups and give each a set of Relationships characteristics cards. Ask pupils to work together to sort the cards into two piles: healthy and unhealthy. They should also have some blank cards in their set – ask them to write additional healthy or unhealthy characteristics on these. (An alternative way to do this activity is as a whole class, where you read out the list and pupils stand up, or move to one area of the room for 'healthy' and sit down or move to a different area for 'unhealthy'.)

Ask pupils to feed back their results, and to share any cards that they created.

Explain that one thing that is really important in a healthy relationship is commitment, and ask if anyone knows what this means. Take some responses and then show the definition on slide 7.

2. Ask pupils to give you some examples of different ways in which people can show commitment in a relationship and write these on the board. Explain that one way that two adults in a relationship might show their commitment to each other is to get married. Ask pupils if they know anyone who is married and take responses. If anyone has been to a wedding, for example that of their own parents, or of relatives or friends, they may want to describe what happened.

Organise pupils into pairs and give each pair a true and false card. Read out the 'Marriage: true or false?' statements and ask pairs to decide whether each one is true or false and hold up the corresponding card.

Show slide 8 and discuss the information about marriage. Ensure the pupils know that marriage is just one way to show commitment, and that it is a choice that people make.

3. Give each pupil a Marriage and commitment word search. Go through each of the words to check understanding then ask pupils to find the words in the word search. Those who finish the activity can then put the words they have found into sentences that show their understanding of relationships and marriage.

Extension activity

1. Explore what weddings looks like in different religions and how celebrations vary.
2. Look at pictures of weddings through history and explore what has changed.
3. Read a book about a wedding, such as *Donovan's Big Day*, which explores how Donovan gets ready for his mum's wedding.

Plenary

Return to the question asked in the starter activity: 'What is a relationship?' Go around the class, and ask for one thing which pupils have learnt about relationships and/or commitment.

Assessment

Feedback from discussion and from activities can help assess understanding of knowledge about commitment and the characteristics of healthy relationships.