



## STONEWALL LESSON PLANS –

### Families and Relationships for SEND/ASN settings

We've designed these lesson plans to give you some starting points for talking about different families and LGBT relationships with your students. You can mix and match the different activities to suit your class. You know your students best. To accompany these lesson plans, we have made PowerPoints to support whole class teaching and some worksheets to support your students. There are differentiated versions of each of these resources – we've suggested ways to use them below, but you can use them in the way that works best for your groups. Other suggested resources are noted in each lesson plan. Feel free to adapt the resources to best meet the needs of your students, we've left space for you to add Widget symbols where needed. We're happy to be able to provide the Widget symbols for lesbian, gay, bi, trans and non-binary – you will find them on page 7 of this document.

### Who are Stonewall?

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people. At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full. Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter. To find out more about our work, visit us at [www.stonewall.org.uk](http://www.stonewall.org.uk).

Enjoyed this resource? Join us today!

Our expert team of qualified teachers and trainers have supported hundreds of settings in their inclusion journeys to make sure all children and young people are free to be themselves. [Our membership programmes for schools and colleges, and for children and young people's services, have something to offer every setting.](#) Join us today and benefit from:

- CPD-accredited e-learning modules
- Regular professional development webinars
- Access to our award schemes
- Personalised support from our team

**STONEWALL LESSON PLANS: Families and Relationships – SEND/ASN**



All this, and more, is included in the price you pay for membership.

Looking for custom training? Our experienced trainers can provide quality training sessions for ITT providers, teaching schools, professional development networks and many other providers. Email us [education@stonewall.org.uk](mailto:education@stonewall.org.uk) to find out more and discuss your needs.

## Families

### Learning objectives:

To take part in a sensory story AND To communicate about a picture of my family

or

To answer questions about a story AND To answer questions about my family

or

To talk about events in a story and link them to my own experiences AND To say how we should behave towards family members

Activity	Details	Resources
<p>Whole class: Who's in this family?</p>	<p>As a class, read Donovan's Big Day. Use the sensory props to support understanding and engagement.</p> <p>What was the special occasion in the story? Students to answer if they are able to, or match key symbols Who was in Donovan's family? Discuss that Donovan had 2 mums.</p> <p>Look at the photos of different families. Who is in each? Students to respond to the questions or match key symbols relating to the families.</p> <p>Ask: Who is in your family? If possible, use family photos for each student to support their understanding. Students to communicate about their family or match key symbols. If relevant, talk about the fact that some people have their birth family and their foster family or foster carers. Some people are adopted.</p> <p>For those students that are able to, discuss how their family is similar to or different from the families on the PowerPoint. Talk about what families need and how we should treat family members – i.e. being gentle, being kind, with love.</p> <p><i>Note: Be aware that children with a trans parent might use a different name for their parent instead of mum or dad.</i></p>	<p><b>Book:</b></p> <ul style="list-style-type: none"> <li>• Donovan's Big Day</li> </ul> <p><b>PowerPoint:</b></p> <ul style="list-style-type: none"> <li>• Family Portraits PowerPoint SEND V1, V2</li> </ul> <p><b>Sensory story resources:</b></p> <ul style="list-style-type: none"> <li>• Alarm clock</li> <li>• Dog cuddly toy</li> <li>• Pancake</li> <li>• Toothbrush</li> <li>• Tie</li> <li>• Ring box</li> <li>• Car horn sound effect</li> <li>• Flowers</li> <li>• Piano music</li> <li>• 2 rings</li> <li>• Confetti</li> </ul> <p><b>Key words, symbols or signs:</b></p> <ul style="list-style-type: none"> <li>• Numbers 1-10</li> <li>• Wedding</li> <li>• Donovan</li> <li>• Family</li> </ul>

<p>Individual: Family portrait</p>	<p>Students create a family portrait, choose an activity as appropriate:</p> <ul style="list-style-type: none"> <li>• For students on lower P-scales, print 2 copies of their family photo and cut one of the photos into jigsaw pieces for them to match.</li> <li>• Use your knowledge of students' families to scaffold their drawing – you could do this verbally, through sign or by using written or symbol supported instructions. For example 'draw your dad', 'draw your sister'. Use a family photo to support where needed.</li> </ul> <p>Students draw their family.</p>	<ul style="list-style-type: none"> <li>• Mum</li> <li>• Dad</li> <li>• Carer</li> <li>• Parent</li> <li>• Grandma</li> <li>• Grandpa</li> <li>• Grandparent</li> <li>• Brother</li> <li>• Sister</li> <li>• Sibling</li> <li>• Adopt</li> <li>• Foster</li> </ul>
<p>Individual: About my family</p>	<p>Students label their family portrait, choose an activity as appropriate:</p> <ul style="list-style-type: none"> <li>• For students on lower P-scales, ask them to point at the different members of their family. Encourage them to sign or use the symbols for the names of each family member.</li> <li>• Students label their family portrait, either by sticking symbols next to each family member or writing the words for each family member.</li> <li>• Students write a sentence or some sentences about who is in their family.</li> </ul> <p>Students write words around their family portrait to say how we behave toward our family members (eg gentle, kind, love)</p>	<ul style="list-style-type: none"> <li>• Same</li> <li>• Different</li> <li>• Love</li> <li>• Care</li> <li>• Togetherness</li> <li>• Belonging</li> <li>• Respect</li> <li>• Sharing</li> <li>• Protection</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• A family photo of each child's family if possible</li> <li>• 'Draw your family' instructions – adapted for each student</li> </ul>
<p>Plenary: Our families</p>	<p>Share the family portraits, talk about who is in each person's family.</p> <p>How are our families different, how are they similar? Talk about the importance of being loving and kind to our families.</p>	



## Relationships

### Learning objectives:

To take part in a sensory story AND To look at pictures of different couples

or

To answer questions about a story AND To know that a romantic relationship can be between people of any gender

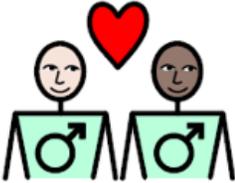
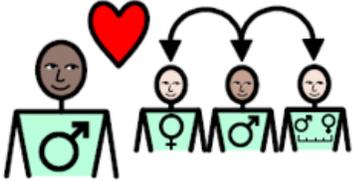
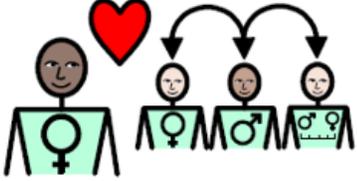
or

To talk about events in a story and link them to my own experiences AND To understand that a romantic relationship can be between people of any gender

Activity	Details	Resources
<p>Whole class: Different couples</p>	<p>As a class, read King and King. Use the sensory props to support understanding and engagement.</p> <p>As a class talk about what happened in the story. Who got married? Why do people get married? Have you ever been to a wedding?</p> <p>Look at the photos of the different couples. Discuss that the photos show people who are married or in a relationship with each other. They are people that are in love with each other.</p> <p>Discuss the different couples (same gender and different gender couples, couples where one person is trans and the other isn't, couples where both people are trans, couples where neither are trans). Acknowledge that some people prefer not to be in a relationship and that that's ok too. Use symbols and key signs to support where needed.</p> <p><i>Note: Remember that different gender couples might include someone that is non-binary in a relationship with someone who isn't.</i></p>	<p><b>PowerPoint:</b> Relationships PowerPoint SEND V1, V2</p> <p><b>Sensory story resources:</b></p> <ul style="list-style-type: none"> <li>• Crown</li> <li>• Alarm clock</li> <li>• Bowl and spoon</li> <li>• Grape juice</li> <li>• Phone</li> <li>• Opera music</li> <li>• Juggling balls</li> <li>• Paper heart</li> <li>• Confetti</li> <li>• Cheering sound effect</li> </ul>



<p>Individual: Relationships posters</p>	<p>Students create a poster about relationships, choose an activity as appropriate:</p> <ul style="list-style-type: none"> <li>• Students stick pictures of different couples onto an A3 piece of paper and stick on or match symbols relating to different types of couple (same gender, different gender).</li> <li>• Students stick pictures of different couples onto an A3 piece of paper and write some key words or sentences about relationships.</li> <li>• Students create their own poster that shows different couples and that gives a message that some people are LGBT and it's ok.</li> </ul>	<p><b>Key words, symbols or signs:</b></p> <ul style="list-style-type: none"> <li>• Prince</li> <li>• Queen</li> <li>• Princess</li> <li>• King</li> <li>• Married</li> <li>• Wedding</li> <li>• Wife</li> <li>• Husband</li> <li>• Happy</li> <li>• Love</li> </ul>
<p>Plenary: Peer assessment</p>	<p>Students share their posters. Talk about what the poster represents, give students opportunity to communicate about what they like about each other's posters.</p>	<ul style="list-style-type: none"> <li>• Like</li> <li>• Don't like</li> <li>• Yes</li> <li>• No</li> <li>• Care</li> <li>• Kind</li> <li>• Man</li> <li>• Woman</li> <li>• Non-binary person</li> <li>• Person</li> <li>• People</li> <li>• Men</li> <li>• Women</li> <li>• Lesbian</li> <li>• Gay</li> <li>• Bi</li> <li>• Trans</li> </ul> <p>• Key symbols for peer assessment</p> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Photos of lots of different couples</li> <li>• A3 paper</li> </ul>

 <p><b>Lesbian</b></p>	 <p><b>Gay</b></p>	 <p><b>Bi</b></p>
 <p><b>Trans</b></p>	 <p><b>Trans</b></p>	 <p><b>Bi</b></p>
 <p><b>Non-Binary</b></p>		