



**Title: Being a parent/carer: What does a parent/carer need to know and do?**

**Level: SECOND**

**Code: 2.14.1**

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51a	Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.

**About this activity**

This is the first of two sessions where children will be talking and learning about the role of parents and carers in the life of the child. We will be recognising how important parents and carers are, and identifying all the things they do to make sure their child is healthy, happy and safe. The activities are part of our ongoing RSHP programme of learning, this time focusing on the Parenthood element. The children will talk about their own families and carers and they will imagine the kind of parent/carer they want to be. The activities encourage recognition of the diversity of family life.

**Resources to support this activity**

- Slides
- Post-its or card cut, large blank poster/display area for the Dear Adults activity

**Activity**

1. RSHP learning is enhanced if children can sit together, as in circle time. If possible, start the activity in this way. Explain that the children will be working today and in another session thinking about how important parents and carers are for children. Share the first slide, also to establish that the role can be fulfilled by a range of adults in a child’s life.

**A parent or carer is an adult in your life who looks after you and cares for you.** They might be your mum or dad, some children are looked after by the gran or grandad or another family member. Some children live with two parents, some with one. Some children have parents and carers who live in different homes. Some children are adopted and they live with the parent who has adopted them. Some children live with a foster carer. **Parents and carers are really important in a child’s life.**

2. Ask the children to think of someone in their life who is a parent or carer to them. Ask them to have a chat with their shoulder partner and tell them about their parent or carer, share the slide with these questions to help them to talk about this person they have chosen:

### Talking about my parent or carer

- Who is the parent or carer you are talking about?
  - How would you describe them?
  - What do you like to do together?
  - What's your favourite thing about the parent or carer you are talking about?
3. Ask for some feedback from any of the children happy to share about their chosen parent/carer.
  4. **What parents and carers do for children.** Explain that you will be having a chat now about all the things that a parent or carer does for their child. And that you will see what things stay the same, and what changes as a child grows up. Start with a baby (Slide) the question is: What things does a parent or carer do for a child when they are a baby? Explore why they do these things? Who does them? Maybe the children in the class/group also help and care for others. Maybe adults in their family help and share their care. Work through the next 4 slides which show a toddler; a 5 year old; a 10 year old; a 15 year old.
  5. Share the slide with all the images on. Ask: What do you think are the most important things a parent or carer does for their child? What has changed as the child grows up? Explore why so, appreciate different views. To conclude this part of the activity stress that the most important thing a parent and carer can do for their child is to make sure they are healthy, happy and safe – illustrate with some of the actions that children have identified already; *so, as you said...*
  6. **Dear adults:** Explain to the children that you would like them to work with a partner (in the group or back at their tables). The task is to take 10 post-its/cards and to work together to write some messages to adults to help remind them of all the things they should do for their children. When the messages are written the children will be asked to share some back in the group and then these will be displayed on the poster. Use the slide, on each post-it or card the children should start with Dear adults...:  
**Dear adults: These are the things you should remember you need to do for your children.**
  7. Bring the children back together for some sharing and conversation. Reinforce common themes, and highlight the positive things parents and carers do make sure their children are healthy, happy and safe. Collect all the post-its/cards and have the children create the poster/display.

### Additional ideas

- The Dear Adults poster and the drawings children create in the next activity (them as parents/carers) would be a good display and talking point for a parents evening.

### Connecting with home

*The text below could be used to communicate with home about this activity.*

Over two sessions the children will be talking and learning about the role of parents and carers in the life of the child. We will be recognising how important parents and carers are, and identifying all the things they do to make sure their child is healthy, happy and safe. The lessons are part of our ongoing programme of learning about relationships which includes supporting children to think about family life and parenthood.

For your information these sites might be helpful:

**Parent Line Scotland** offer a free telephone, email and online chat service with confidential help and support available for any parent or carer <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

**Parent Club** has lots of great information and support for life's up and downs as a parent or carer: <https://www.parentclub.scot/>

**Parentzone** provides information about schools and education: <https://education.gov.scot/parentzone>

**Play Talk Read** gives lots of helpful tips about helping your child learn from the early years – and have fun together: <http://playtalkread.scot/>

**Further learning activities are available that connect to this RSHP curriculum content**

- 2.14.2 Being a parent/carer: If I was a parent or carer

**Practitioner Notes**

