



## Title: Being a parent/carer

### Part 1: What does a parent/carer need to know and do?

Level: SECOND

#### 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.

The learning intentions and success criteria are met with delivery of both parts of this topic.

#### Learning Intentions

- I know that all families are different.
- Children understand and explain the role and qualities of a parent/carer.

#### Success Criteria

- I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.
- I can describe the diversity we find in family life.
- I can discuss some of the challenges of being a parent/carer.
- I talk about the kind of parent or carer I would be.

#### Resources to support this activity

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

NOTE: When discussing family and home life the teacher/educator should have some knowledge of the personal circumstances of children. Sensitivity may need to be shown to children who are currently experiencing some stress or distress at home. The teacher should also be aware if children are care experienced, perhaps living with foster carers or in kinship care. If a child describes their care arrangements, and other children ask what this means, you can help with these definitions of these alternative care arrangements: *Sometimes a child can't stay with their own parent or family for a while and so they will stay with another family until they can go back to their own; the carer in this new place is called a foster carer. Sometimes a child can't stay with their own parent but can stay with another member of their family, for example a grandparent or auntie, this can be called kinship care.*

## 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 a further session on how important parents and carers are for children. Share the first slide, with the definition. Then share the next slide with pictures of different families 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.  
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. As teacher/educator you will know the family circumstances of your children, at this point if it's helpful you can stress that someone we consider our parent or carer might not be someone we live with. Ask them to have a chat with their shoulder partner and tell them about the parent or carer they are thinking of, share the slide with these questions to help them to talk about this person they have chosen:

### **Talking about your parent or carer**

- Who looks after you?
  - How would you describe them?
  - What do you like to do together?
  - What's your favourite thing about the person who looks after you?
3. Ask for some feedback from any of the children happy to share about their chosen parent/carer – volunteers only.
  4. **What do parents and carers do for children?** Explain that you will be having a chat now about the things that a parent or carer does for their child. As you do, acknowledge what things stay the same, and what changes as a child grows. Start with a baby (Slide) the question is: What things does a parent or carer do for a child when they are a baby to make sure they are healthy, happy and safe? (Children might be happy to talk with a shoulder partner first) Then, 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; 5-year-old; 10-year-old; 15-year-old.
  5. Share the slide with all the images on. By way of pulling together key messages that will be useful for the next activity, ask (for partners then feedback): **What do you think are the most important things a parent or carer does for their child?** Explore why so, appreciate different views.
  6. *This is an option if the class are or have been doing some work on children's rights and the UNCR.* Ask the children to recall some of their work on this and pose the question: **What does a parent or carer need to know about children's human rights and the UNCR?** Explore responses, thinking about will knowing children's rights help them be a parent/carer?
  7. **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 who have the special role of being a parent or carer 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 a class poster. Use the

slide, on each post-it or card the children should start with Dear adults...: (Some children may benefit from some starter ideas, these could be prepared in advance to support children e.g. Show me love/give me a cuddle/read to me....)

**Dear adults: These are the things you should remember you need to do for your children.**

8. 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, 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: [PlayTalkRead](http://PlayTalkRead) | [Play Project](http://PlayProject) | [Fun Sensory Bus](http://FunSensoryBus) ([smartplaynetwork.org](http://smartplaynetwork.org))

**Information about the United Nations Convention on the Rights of the Child:**

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

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

- If I were a parent or carer

### Practitioner Notes