

Key Stage 3 follow up PSHE lesson on children in care, adoption and fostering

PSHE NC Links

- 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- 3g about the role and feelings of parents and carers and the value of family life

Begin by asking the pupils to complete a brainstorm entitled 'I am . . .' Pupils should be encouraged to explore who they are by finishing the sentence e.g. I am a brother, I am 14, I am a footballer.

When completed go through some of the ideas the pupils have, recording on the board. If possible go around the class and get an idea from each pupil. Try to group them into different categories e.g. family, hobbies etc.

Think about the ideas in the family group. Think about the different relationships the students have and the variety of people who they have to look after them. Discuss the role of each person in that group and what their job description could be. Encourage them to see their family members as being carers for them, people who look after and protect them.

What about someone who can't say I am a brother, sister, son, daughter and who doesn't have a family to care for them. Discuss what sort of feelings they may have for example loneliness, fear, unloved.

As a class come up with a definition of what it means to be 'in care'. Use top section of information sheet for possible definition (this is taken from the ChildLine website).

If time get the children to write a poem or similar about children in care where they explore the feelings they would have. This could be completed as a group activity.

Continue with the theme of care by asking the pupils all or some of these questions in the form of a simple quiz. Remember you are not looking for the pupils to get the correct answers but just for them to carefully consider each question. This can be completed either individually or in small groups.

Questions: (*The answers in italics are all taken from 2006 adoption statistics*)

1. Approximately how many children are in care or looked after at any one time? *60,000 (from BAAF)*
2. What age group fills the biggest proportion of children in care – less than 1 year, 1 – 4 year olds, 5 – 9 year olds, 10 – 15 year olds, 16 years +? *10 – 15 year olds (from BAAF)*
3. What percentage of children in care in 2006 were placed with foster carers? *70% (from BAAF)*
4. Approximately how many children were adopted from care situations in 2006? *3700 (from BAAF)*
5. What was the average age of a child being adopted in 2006? *4 years 1 month (from BAAF)*
6. What percentage of people in the UK has some sort of adoption connection? *25% (from after adoption)*
When discussing the answer to this question, you could ask pupils if they know someone who has been adopted or has a connection with adoption in some way.
7. What percentage of children in care live in placements 20 miles or less from their home at the time they were taken into care? *72% (from dfes)*
8. How many times more likely are people who have been in care to have their own children taken into care? *66 times (from after adoption website)*
9. What percentage of children in care were neglected by their parents before being taken into care? *40% (from Society Guardian)*
10. Approximately how many children are adopted to the UK from overseas each year? *Less than 400 (from Society Guardian)*

Discuss the answers that different individuals or groups give and go through the correct statistics, adding additional information using the information sheet where appropriate.

Begin to discuss who helps these children in care. Consider the work done by the Catholic Children's Society in terms of adoption and fostering. Read the following statement from the society to assist:

The Catholic Children's Society will help to make children and young people's lives better. The Society will help to keep children safe and, where children have no-one to care for them, the Society will help them to find a home and a loving family.