

Belonging

Module 4

*Building a sense of belonging
through the development of
secure relationships.*



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What Is Covered In 'Belonging'?

The 'Belonging' module aims to allow pupils to understand the different networks they belong to i.e. their friends, family, school, and wider community. Based on Bronfenbrenner's Bio-ecological Model (1979) and Maslow's Hierarchy of Needs (1943, 1954); we know that pupils need to feel secure in their surroundings and with other people before they can further explore the world. This module also encourages pupils to recognise the importance of inclusion for all, not in spite of our differences but because of them. The character traits taught in this module are:

- Caring: Covered in lesson 1
- Helpfulness: Covered in lesson 2
- Gratitude: Covered in lesson 3
- Co-operation: Covered in lesson 4

Why These Lessons?

The lessons covered in 'Belonging' encourage the pupils to understand that they are a member of a variety of communities and that this may look different for everyone. This allows the pupils to recognise and understand the different backgrounds people may come from as well as allowing them to recognise their own caring systems. These systems not only include their family but the wider school community too. This module relies heavily on discussing the different relationships pupils have in their lives and how to ensure that everyone feels like they belong somewhere.

Whole School Assembly

The following assembly ideas could be used as an additional aid to the normal school assemblies or expanded to be a complete assembly. These assemblies should begin by introducing the module concept i.e., 'Belonging', and the related characteristics for the module (caring, helpfulness, gratitude, and co-operation). The character for the module should also be introduced in the assembly. The biography for this character can be found in this booklet.

Ideas for assembly activities

Idea 1: The assembly can begin with a picture of the 'world' as a whole. The assembly lead can then explain that this is where we all belong. The assembly can then go on to show a picture of Europe, the UK, the town in which the school is based, and finally the specific school whilst the assembly lead explains that these are all the different communities that everyone in the school belongs to.

Idea 2: The assembly could also include a map of the world where all of the pupils and staff can add where they and their families are from. Additionally, pupils could also add on if they have been to any places.

LESSON PLANS

KS1



Roza from Rowley

Age: 5 years old

Ethnicity: Polish

Hair: Dark curly hair

Eye colour: Dark

Favourite colour: Red

Favourite food: Sausage and mash

Roza used to live in Poland with her mum and dad. Now she lives with her grandparents in England but her parents are still in Poland

Speaks to grandparents in Polish

Little pink princess rucksack: Teddy from Poland sits in her bag

Hobbies: Talking with her mom and dad, and going to Visually Impaired Club

Wants to be a ballerina



Year 1: Lesson 1: Ideal School



L.O: *Pupils will be able to create a positive classroom ethos that is personal to the them within the classroom.*

Starter Activity: Pictures of Schools

This lesson should be introduced to the pupils by giving them pictures of different schools from around the world and asking them to split the schools into groups of 'like mine', 'not like mine'. This activity is designed to get the pupils thinking of the different features of a school. This can be done individually or in small groups.

Main Activity: Ideal School Drawing

The module can be introduced by having the pupils draw what they believe is their 'Ideal School'. Based on Personal Construct Theory, the Ideal School (adapted from Williams and Hanke, 2007) activity allows for pupils to identify the characteristics of a school that they would like and would not like. Pupils can each draw their own personal 'Ideal School' and feedback to the class at the end of the activity. The class teacher should prompt pupils to try and think about what a good school needs to have in order to feel safe and happy.

NB: This can be used as evidence in the pupils' passports.

Plenary: Our School

The reflective activity for this lesson should aim to summarise the two previous activities and allow the pupils to relate their learning to their own school. Pupils can be asked to discuss how their school is similar to their 'Ideal Drawings'. If able, pupils can also be asked to provide one practical improvement to their own school.

Year 1: Lesson 2: Celebrating Difference



L.O: *Pupils will begin to recognise difference and identify how families can all look different.*

Starter Activity: Our Differences

This activity introduces the concept of differences to the pupils using concrete examples that they would understand. The teacher should check the pupils understanding of the terms "same" and "different". In pairs, the pupils should be asked to identify three differences between themselves and their partner. Prompts from the teacher may include hair colour, height, eye colour, etc.

Main Activity: Circle Time

The story for this activity can be found in the resources section. This story details Roza's family situation, and how she misses her parents who are still living in Poland. This story can highlight to pupils the different ways that families can look. Older pupils may be able to recognise the different emotions Roza feels in the story and may come up with scenarios in which the pupils in Roza's class can help her.

Plenary: Reflection Activity

The reflective activity for this lesson should be used to summarise how families can look different from one another. The pupils can draw a picture of different families from characters in their favourite books to illustrate how they all look different.



Year 1: Lesson 3: Special People



L.O: Pupils will be able to identify important figures in their lives.

Starter: Special People

The lesson can be introduced to the pupils by reflecting on the different characters in the curriculum, and the people special to them. For example, Roza's 'special people' would include her grandparents, parents, and teddy bear, whereas Ollie's would include his adopted parents and his dog. The class teacher should emphasise how 'special relationships' don't necessarily have to be family members but can be different people or animals that they know. This can be summarized by asking the pupils who their 'special people' are.

Main Activity: Photo Display

Prior to the lesson, the class teacher should ask pupils to bring in photographs of the special people in their lives. This session should continue with pupils creating individual displays of photographs of their special people and labelling them, either verbally or in writing, why they are important. Alternatively, they can draw their 'special people' and create a classroom display.

NB: Preparation needed before lesson.

Plenary: Reflection

The lesson should be summarized by asking the pupils to reflect on who is special to them and why. Pupils could look at families who are in the media and identify who their special people are and why.

Year 1: Lesson 4: My Safe Space



L.O: Pupils will be able to identify people/places/things that make them feel happy in their lives.

Starter Activity: What does safe mean?

This activity should be used to introduce the idea of being 'happy and safe' in order to gauge the pupils' level of understanding. Pupils should be asked "what does it mean to be safe?" Pupils should be prompted to think of both practical and emotional answers e.g. gates in the school, feeling loved. The teacher should write these terms on a board for the pupils to see, and use later in the reflection activity.

Main Activity: Circle Time Discussion

The topic should be introduced using a circle time activity where pupils are given the opportunity to discuss where/what makes them happy. The teacher can use a blanket to demonstrate what it means to feel physically safe. The discussion can be extended to introduce the different characters in stories that the pupils are familiar with. This can be used as a starting point to talk about where the characters' safe spaces may be. Once the pupils understand the concept of being happy, they can be introduced to the emotions connected to feeling safe e.g. being happy and calm.

The above discussion can be extended to emphasise the emotions associated to being safe and why this is important. To further the conversation, the pupils can identify ways to make people feel safe and happy in the school environment.

Plenary: Reflection

This activity can summarise what makes pupils feel safe by drawing a picture of people, places, or things that make them feel happy and safe. The pupils can use the words discussed in the starter activity as a starting point for their pictures.



Year 1: Lesson 5: Helping Others to Belong



L.O: Pupils will be able to identify the emotions that are associated with being included.

Starter Activity: Helping Others

The topic of helping others to belong can be introduced through Roza's story in the resources section. This story describes Roza making friends with a girl who is alone on the playground. Roza was able to reflect on her own experience and extend this experience to others. The pupils can be prompted to think of how the girl may have felt by using reflective questions, such as 'How may the girl feel?', 'How would Roza know she felt sad/lonely?' and 'How did Roza help?'

Main Activity: Circle Time Story

The pupils are asked to write down three things they like to do at break times and lunch times in school. The teacher should ask the pupils to raise their hands if they answer to the following questions:

- 'Who likes to play?'
- 'Who likes to play with other children?'
- 'Who likes to talk with their friends?'
- 'Who likes to sit alone?'
- 'Who likes to eat their lunch by themselves?'

The idea here is to show that some children might like time to themselves and that is okay, however most people like to spend time with others and that makes them feel included.

Supplementary Main Activity: Happy or Sad

Pupils could draw a picture of one of the characters from the curriculum who looks sad in the playground and then a picture of the character looking happy. Working in pairs the pupils can then explain to their partner why the character was feeling sad and why they are now feeling happy.

Plenary: Reflection

The lesson can be summarised by having the pupils discuss in small groups or pairs what they would do if they saw someone in the school who was upset or being bullied. This activity will allow pupils to understand that they can include others by asking if they would like to come and play, looking around to see if anyone is on their own, and changing the game so others can join in. The class can also bring their ideas together and create a class motto or agreement of what to do if they see pupil being excluded.

Year 1: Lesson 6: Reflection



L.O: *Pupils will be able to reflect on their prior learning in the module.*

Starter Activity: Discussion

The lesson can be introduced checking pupils understanding of 'belonging' through a class discussion. A word bank can be developed for later use.

Main Activity: Stained glass window

Pupils should create a stained-glass window from a template. This will give pupils a chance to reflect on how they belong to different groups, important people and places in their life. The pupils should draw the important features they have identified on their stained-glass window. The aim of this activity is to show the pupils the different communities they belong to and how they belong to them.

NB: This can be used as evidence in the pupils' passports.

Plenary: Passport Completion

The lesson can be summarised by providing an opportunity for pupils to add to their passports. If pupils have not had the opportunity already, the pupils should be given time to create an individual passport to be used as a reflective log throughout the curriculum. These passports can be divided using the passport outcomes found in the resources section. The pupils should reflect on the different activities they have completed and try to link them with the outcomes that they have learned. At the end of every module completed, the pupils can add to their passport to show their journey throughout the curriculum.



LESSON PLANS

KS2



Roza from Rowley

Age: 9 years old

Ethnicity: Polish

Hair: Dark curly hair

Eye colour: Dark

Favourite colour: Red

Favourite food: Sausage and mash.

Roza used to live in Poland with her mum and dad. Now she lives with her grandparents in England but her parents are still in Poland. Roza doesn't go anywhere without her best friend, her teddy bear.

Speaks to her grandparents in Polish

Little pink princess rucksack: Teddy from Poland sits in her bag

Hobbies: Talking with her mom and dad, and going to Visually Impaired club

Wants to be a ballerina



Year 3: Lesson 1: Ideal School



L.O: *Pupils will understand the different features of what makes a good school.*

Starter Activity: Different schools from around the world

The lesson can be introduced to pupils by explaining the different types of education systems from around the world and why these may be different. The class teacher should present a world map to plot relevant countries in the world before they see a video of different schools around the world.

Main Activity: Ideal School Activity

The teacher should present online videos to show pupils unusual schools from around the world. The teacher should introduce the video by explaining that schools can look very different to the one they attend, and even more different across the world. Once the video is finished the pupils should be asked to discuss what aspects they liked and did not like in the video and why that might be.

NB: This can be used as evidence in the pupils' passports.

Plenary: Reflection

To encapsulate the lesson, the reflective activity should pose the question: 'what is one thing you really like about your own school?' The teacher can direct the pupils to think back to everything they had previously discussed during the lesson, and to name one thing that they would like. The reflective activity could also ask 'what is one area that we can do differently to create a better school?'

Year 3: Lesson 2: Celebrating Differences



L.O: Pupils will be able to understand that all families are different.

Starter Activity: Character Drawings

This lesson should be introduced by referring to the different characters contained within this curriculum, i.e., Whitney, Ollie etc., to demonstrate the differences in families. The pupils should be asked to draw the different families whilst discussing the differences between them all. This activity aims to get the pupils to start thinking of the differences and similarities that these characters may have with their own lives.

NB: This can be used as evidence in the pupils' passports.

Main Activity: Character Role Play

The aim of this activity is to extend the pupils' thinking skills in terms of noticing both similarities and differences between the character backgrounds contained in this module. Pupils should be split into pairs or small groups and each given a character from the curriculum. The activity can start by asking the pupils to describe a day in their lives to each other and then they can discuss the differences and similarities of their characters' lives. They should then be asked to role play a situation as to what life would be like for the character, for example at meal times.

Character descriptions can be found at the beginning of each module booklet. A brief summary of these lives include:

- Roza lives with her grandparents whilst her parents live in Poland
- Whitney lives with her dad, little sister and older brother
- Ollie lives with his adopted parents (two women), and his dog
- Spike lives at home with his mum, step-dad, new baby brother and his dog
- Tabassum lives with her mum and dad, older sister and two little brothers
- Wajid lives with his mum, dad and his little brother who is in a wheelchair

Plenary: Reflection

This lesson should be summarised by having the pupils discuss, as a whole class or in small groups, why it is important that we are all different. Each pupil can be given the opportunity to say one thing they like about themselves or their lives that is different to others.

Year 3: Lesson 3: Special People



L.O: Pupils will be able to identify people who are important to them and why.

Starter Activity: Circle Time Story

The aim of this conversation is to demonstrate the characteristics of 'caring' and 'helpfulness'. The story builds upon Roza's previous story and introduces her best friend, her teddy bear. This teddy bear is used as a tool in the story to highlight the different emotions that Roza is feeling in her new town. The story also emphasises why her teddy bear is important to her. This circle time discussion should encourage pupils to recognise why this may be important to Roza, and what items or objects are important to the pupils. The teacher can also prompt pupils to expand on why these objects may be important to them, e.g., did someone special give it to you? Reflective questions may include: why might Rosa's teddy be important? What does it connect her to? The aim for the pupils is to understand that Roza's teddy bear represents her family. Finally, the teacher can ask pupils how they would help Roza feel 'connected' in this scenario.

Main Activity: Paper Dolls

The aim of this activity is to allow pupils to recognise who is important in their lives and to try and establish why they are important. It also serves as a way to allow the pupils to show their gratitude to those who are special to them by creating a 'paper doll'. Pupils should be given an outline of a person and asked to identify them as someone important in their lives. The pupils can then colour in the doll and label the different features that they admire in them.

NB: This can be used as evidence in the pupils' passports.

Plenary: Reflection

This reflective activity should ensure that all pupils are able to 'identify important figures in their lives'. They should also be able to describe why. In small groups, the pupils can feedback and identify one person in their lives who is important to them and one word to describe why.

Year 3: Lesson 4: My Safe Space



L.O: Pupils will be able to identify what it means to feel safe and happy.

Starter Activity: Circle Time

Introduce this theme to the pupils by discussing where/what makes them happy. This discussion can be extended to introduce the different characters in the stories that the pupils are familiar with. This can be a starting point to talk about where the characters' safe spaces may be. The discussion can be extended to emphasise the emotions associated to being safe and why this is important. To further the conversation, the pupils can identify ways to make people feel safe and happy in the school environment if pupils have engaged in a similar lesson in Year One this may allow them to reflect and consider if their safe space has changed.

Main Activity: Shoe Box

The aim of this activity is to allow pupils to create a physical representation of a 'safe space'. Pupils can create a shoe box to represent the safe space by drawing / putting in items that makes them feel happy and safe. These shoe box rooms can be referred back to when pupils are feeling upset. Teachers can ask the pupils to talk them through the shoe box activity and ask questions such as "how do we get you to your safe space?" If the space is imaginary, encourage the pupils to think of a real space, and to think about what could be used to represent this safe space.

NB: This can be used as evidence in the pupils' passports i.e. a picture of the shoe box as a representation of the pupil's safe space.

Plenary: Reflection

In this activity, the pupils should show their safe space box in small groups or in pairs, and identify what is different and what is the same in their boxes. These boxes should then be displayed in the classroom or in a 'safe space' area for the pupils to freely access.



Year 3: Lesson 5: Helping Others to Belong



L.O: Pupils will be able to discuss ways in which they could help others to feel like they belong.

Starter: Character Story

The theme of the lesson can be introduced using Roza's story. Pupils should be encouraged to identify why Roza feels the way she does in the story. The pupils should also then try and identify ways in which they would help Roza if she was feeling sad.

NB: The story can be found in the resource section.

Main Activity: Scenario

The aim of this activity is to have pupils think of creative ways in which they can help others to feel like they belong. The scenarios can be acted out as role plays or discussed in small groups. Pupils should be encouraged to think of the different responses they could give to help the situation. Once they have thought of a response, they can place their ideas into a jar to be used when someone needs some help when they feel left out.

- Roza was not invited to a birthday party held for a girl in her class. Roza feels very left out as she doesn't know many people in her class. What could Roza's class mates do to help her?
- Tabassum's two best friends have decided to work together on a project, leaving Tabassum without a partner. Now Tabassum feels as if she doesn't have anyone to work with. What could Tabassum's class mates do to help her?
- Whitney's friend calls Whitney "stupid" when she gets an answer wrong during a maths test. Whitney gets very upset and doesn't want to talk to her friend again. What could Whitney's class mates do to help her?
- Ollie and his friend want to play different games. Ollie wants to play outside whilst his friend wants to play inside. They both start arguing with each other before Ollie's friend says he does not want to be Ollie's friend anymore. What could Ollie and his friend do to make up?

NB: Staff may draw on real situations/conflicts currently occurring in the school environment.

Plenary: Reflection

The reflective activity should be used to try and encourage pupils to think about what they would do next time they see a friend feeling sad. The class can create a 'Help a Friend' jar, where they can put all of their ideas of what to do next time they see a friend is sad.

NB: This can be used as evidence in the pupils' passports, i.e., a photograph of the jar.

Year 3: Lesson 6: Reflection



L.O: Pupils will be able to reflect on their prior learning in the module.

Starter: Reflection

The pupils should be given an opportunity to reflect over their previous five lessons and discuss what they have learnt as a class.

Main Activity: Being thankful

The pupils are asked to work in small groups to discuss the different things that they are thankful for, the teacher can lead the discussion with the starting sentence: "at home I am thankful for..." and "at school I am thankful for...". Each pupil should be encouraged to identify two to three different things. These discussions can be fed back to the class in a circle time activity.

Plenary: Passport Completion

The pupils are given an opportunity to add to their passports. If pupils have not had the opportunity already, the pupils should be given time to create an individual passport for them to be used as a reflective log throughout the curriculum. These passports can be divided using the passport outcomes found in the resources section. The pupils should reflect on the different activities they have completed and try to link them with the outcomes that they have learned. At the end of every module completed, the pupils can add to their passport to show their journey throughout the curriculum.



Year 5: Lesson 1: Ideal School



L.O: Pupils will be able to understand the different features of what makes a good school.

Starter Activity: Different Schools

The lesson can be introduced to pupils by explaining to them different types of education systems around the world and getting them to rank them in order of what they feel would be best. This activity can be completed as a whole class activity or in small groups.

For example:

- Pupils in Papua New Guinea do not have to wear a uniform
- In India some schools are run by volunteers
- Some pupils in Colombia have to cross the river Rio Negro on a zip-line
- In Nigeria some schools are located on a lake
- In some schools in Sweden the pupils don't get any homework

Main Activity: Journal Entry

The aim of this activity is for pupils to understand how schools and education can look different across the world. Pupils should be asked to write a day in the life of a pupil attending one of the schools described in the starter activity. Alternatively, the pupils can write a journal entry of a day in the life of their 'Ideal School'. The 'Ideal School' questions, found in the resource section, can be used as prompts to get the pupils to think of the different features they would like to see in their 'Ideal School'. Additionally, pupils can work in small groups to audit their school by asking their peers about what they like about their school and what could be improved.

NB: This can be used as evidence in the pupils' passports.

Plenary: Reflection

To encapsulate the lesson, the reflective activity should pose the question: "what is one thing you really like about your own school?" The teacher can direct the pupils to think back to everything they had already discussed during the lesson, and to name one thing that they like. The reflective activity should also ask: "what is one area that we can do differently to get a better school?"

Year 5: Lesson 2: Celebrating Differences



L.O: Pupils will be able to understand that all families are different.

Starter Activity: Same/Difference

Pupils are encouraged to identify concrete differences between themselves and their partners. In pairs, the pupils should identify one thing they have in common with their partner and one thing that is different. Pupils may need to be reminded to be sensitive to the views of their peers and that if they're worried about anyone to talk with a teacher.

Main Activity: My Family, Your Family, The Same

This activity can be used to encourage pupils to think about how different and similar other peoples' families are, whilst also giving pupils an opportunity to discuss their lives with others. Pupils should be split into pairs to allow for the completion of the Venn diagram (an example is in the resources section). Pupils can discuss what family members they have in common, e.g., both pupils have a brother, and what family members are different, e.g., one pupil has a step-dad and the other does not. Each pupil should be given a copy of the diagram and told to complete the 'My Family' section. They should then work with a partner to complete the 'Your Family' and the 'The Same' section. This activity allows for the pupils to co-develop a piece of work and to learn more about each other's experiences. Alternatively, if pupils have difficulty using Venn diagrams, using hula hoops or string on the floor may be an easier way to understand the concept. The 'family scavenger hunt' list in the resource section can be used as a prompt sheet for pupils to think of all the different types of people that can be in your family. Class teachers should use their own knowledge of the classroom when discussing this activity as it may lead to sensitive conversations with pupils. The class teacher should also add to this list if they are aware of a particular family set-up not mentioned to ensure that all pupils are given the opportunity to discuss their lives fully and in a safe environment. Alternatively, the pupils can use the families of the characters associated with each module to complete this task.

NB: This can be used as evidence in the pupils' passports.

Supplementary Activity: An Ideal Person

In this lesson two favourite films from the class should be identified. Pupils can discuss the characters in each film and how they are related to each other and what they have in common. Pupils should compare the two films identifying what is similar and what is different with the family groups in the film.

NB: This can be used as evidence in the pupils' passports.

Plenary: Reflection Activity

This activity reflects upon the information that the pupils have learned about one another. The pupils can reflect upon someone's family that they didn't know before, and tell this to the class, i.e., one new thing a pupil has learned about another pupil's family. Additionally, the pupils, in pairs, can discuss one activity they like to do with their family, e.g., go to the football together, which the pupils can feed back in groups.

Year 5: Lesson 3: Special People



L.O: Pupils will be able to identify important figures in their lives and understand how these figures can offer different things depending on the context.

Starter Activity: Special People

The aim of this activity is for pupils to recognise the different types of 'special people' that can be in their lives. This activity can start by asking pupils to create a diagram of all the different people in their lives. The pupils should then be asked to complete the sheet in the resource section by listing the different 'special people' in their lives in order of where they are, i.e., school, home, community. Again, this activity reinforces the importance of the different types of lives that the pupils have and why they are all important.

NB: This can be used as evidence in the pupils' passports and resources can be found in the back of this book.

Main Activity: Our People

The main activity should refer to the completed activity from the start of this lesson and use these activities to label each person with a characteristic from the curriculum character list provided. The pupils should also be asked to write a profile explaining their choice and an example of when this person demonstrated this characteristic. The class teacher should emphasise how different people in our lives can also encompass these characteristics and that these characteristics should carry on outside of school and beyond.

NB: This can be used as evidence in the pupils' passports.

Plenary: Reflection

The pupils should be asked to reflect on their list, and themselves, and be prompted to discuss how different people may show these characteristics in different contexts. The pupils should be asked to provide examples of contexts that these characteristics might be seen. They should also be asked to draw on real life examples from their lives where possible.

Year 5: Lesson 4: Safe Space



L.O: Pupils will be able to identify what it means to feel 'safe' and why this is important for everyone.

Starter Activity: What does safe mean?

This activity should be used to introduce the idea of being 'happy and safe' to the pupils, to gauge their level of understanding. Pupils should be asked "what does it mean to be safe?" Pupils should be prompted to think of both practical and emotional answers, e.g., gates in the school, feeling loved. The teacher should write these terms on a board for the pupils to see, and use later in the reflection activity. This activity can also be extended to different types of safety i.e. E-safety, and road safety. These discussions can be linked to the schools' safeguarding policies.

Main Activity: Safe Space

The aim of this activity is for the pupils to create a space where they all feel comfortable and safe. If the classroom has space, and does not already have a 'safe space area', the pupils could collaboratively make their own. This space can be used when a pupil is feeling 'unhappy' or 'unsafe'. This area could be designed and named by the pupils in the classroom, to make sure that it reflects the pupils within the classroom and the classroom ethos. Having a space where pupils feel 'safe' allows them to relax and feel as if they belong to the community they are in. Pupils should also be encouraged to identify one or two members of staff within the school that they can talk to.

NB: This can be used as evidence in the pupils' passports, i.e., a photograph of the area.

Plenary: Reflection

This lesson can be summarized and reinforced by asking the pupils why it is important to feel safe. The class teacher can emphasise the need to feel safe and happy within the school environment. Pupils can also be asked to name a place within the school where they feel 'safe' or someone that they can talk to.



Year 5: Lesson 5: Helping Others to Belong



L.O: Pupils will be able to discuss ways in which they could help others to feel like they belong.

Starter: Help a Friend Jar

This reflective activity should be used to try and encourage the pupils to think about what they would do when they see a friend feeling sad. The class should create either individual or a whole class 'Help a Friend' jar, where they can put all of their ideas about what to do next time they see a friend who is upset. These jars should be put on display for the pupils to freely access.

Main Activity: Interviews

The aim of this activity is for pupils to learn more about one another and to understand that they are all a part of their classroom community. Pupils should be asked to interview someone in the classroom that they do not know very well. Prior to the activity, the class can discuss the types of questions they can ask one another. Pupils should be asked to consider three things they like to do and how they could include other peers in those activities. The answers to these questions can be written down and a fact file can be created for each pupil in the class by their partner.

NB: These fact files can be displayed in the classroom or used as evidence in the pupils' passports.

Plenary: Reflection

The lesson can be summarised by asking pupils one thing they have learned about their partner that they did not know before. This activity can be discussed in a whole class setting or in small groups.

Year 5: Lesson 6: Reflection



L.O: Pupils will be able to reflect on their prior learning in the module.

Starter: Reflection Circle Time Discussion.

In circle time the pupils should be encouraged to reflect back on the previous five lessons to reflect on what they have learnt, and if they have developed any skills throughout the module.

Main: Poem Activity

As part of the reflections on the last five sessions of this module the pupils should be encouraged to write a poem based on the following stimulus words:

- Thanks
- Grateful
- Celebrating Differences
- Feeling Safe

These poems can be shared with the class and/or displayed in the classroom.

Plenary: Passport Completion

The pupils should have an opportunity to add to their passports. If pupils have not had the opportunity already, the pupils should be given time to create an individual passport for them to be used as a reflective log throughout the curriculum. These passports can be divided using the passport outcomes found in the resources section. The pupils should reflect on the different activities they have completed and try to link them with the outcomes that they have learned. At the end of every module completed, the pupils can add to their passports to show their journey throughout the curriculum.

Passport Outcomes

Year 1

Lesson 1: I have started to think about what a good school looks like

Lesson 2: I know that people can have different families

Lesson 3: I know who is important to me

Lesson 4: I know what it means to be safe

Lesson 5: I have started to understand what it means to belong

Lesson 6: Reflections

Year 3

Lesson 1: I understand what a good school looks like

Lesson 2: I have started to think about why it is important to have different families

Lesson 3: I know why certain people are important to me

Lesson 4: I know why I feel safe

Lesson 5: I understand why it is important for us to feel like we belong

Lesson 6: Reflection

Year 5

Lesson 1: I can celebrate what is good about my school

Lesson 2: I can celebrate the different families in my class

Lesson 3: I know the character traits of special people in my life

Lesson 4: I know why it is important to have a safe space

Lesson 5: I know how to help others to belong

Lesson 6: Reflection

Character Stories:

Year 1 Lesson 2: Celebrating Difference

Roza's teacher had created quite a stir. She had asked all the pupils in the class to bring something to school that is special for a lesson the following day. All the children were talking as to what they were going to bring in.

They were all saying "I cannot decide what I am going to bring in with me."

Roza smiled quietly to herself because she knew what she was going to bring in.

The following day as all the children went into class, they were all talking excitedly and trying to sneak a look at what each other had brought in.

"Where is your special toy?" Roza's friends asked her. Roza was just about to answer when the teacher asked them to come and sit at the front of the class. The teacher asked the pupils to bring their special item with them.

All the children looked around at the different things their classmates had brought to school. The teacher asked the children to come and stand at the front of the class and talk about their special item.

Then came Roza's turn, up she went to the front of the class with her teddy bear.

"Who do we have here Roza?" the teacher asked nicely.

"This is my teddy bear" said Roza.

"Can you tell us all about your teddy bear?" the teacher asked.

"Yes" said Roza. "My mom and dad gave him to me when I was small. So, I brought him to England when I moved here to live with my grandparents. He is my best friend and is always with me where ever I go. He lives in my rucksack with me. When I came to England I did not know anyone. If I was lonely or sad I could talk to my teddy bear and give him a hug. My teddy bear makes me feel happy."



Year One Lesson Five: Helping others to belong
Year Three Lesson Five: Helping others to belong

It was break time and Roza and her friends were outside playing with each other. They were playing a game of 'stuck in the mud'. Roza sees the new girl, Ayla, sitting alone on the bench outside. Ayla has just moved to the school and didn't know anyone yet. Roza remembers when she started school and felt lonely.

"I think we should go play with Ayla" Roza says to her friends.

"But we are having fun" says Amy, "she can find her own friends".

Roza is not happy with her friends. She thinks they should be kinder to Ayla.

"I didn't have any friends when I came to school first" says Roza.

"Roza is right" says Kelly, "let's go play with Ayla".

Roza and Kelly go over to Ayla to ask if she wants to play with them.

"Hi Ayla" Kelly says.

"Hi" Ayla says.

"Do you want to play with us?" says Roza, "we are playing a game of stuck in the mud".

"Yes please!" Ayla says.

"That's okay" says Roza, "I was new before and I didn't have any friends".

"Thank you for letting me play. I miss my friends" says Ayla.

"We can be your new friends" says Kelly.

Ayla, Kelly, and Roza go to join the rest of the group playing the game.

"Ayla is going to play with us" Roza says.

"Sorry I was being mean before" says Amy.

"That's okay" says Roza, "we should all be friends".

The group starts to play stuck in the mud again until the end of break. They all have a great time. Ayla is feeling much better now that she has made new friends.

Resources: Ideal School Lessons

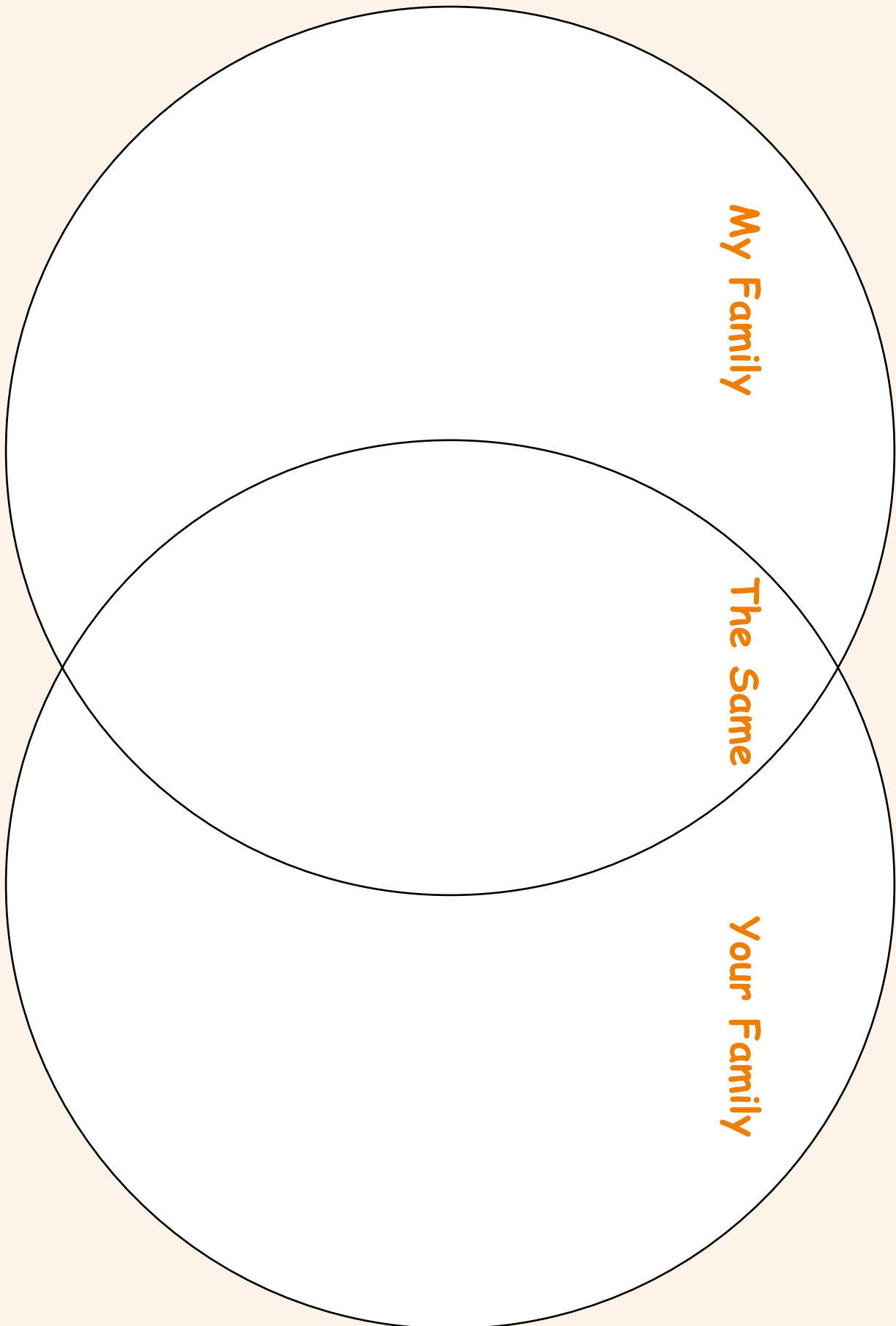
(Adapted from Williams and Hanke, 2007)

1. Ask the child to draw a school they WOULD NOT like to go to.
2. Ask the child to draw a school they WOULD like to go to.

Possible questions to ask the children to add to their pictures

1. What would the lunches be like?
2. What facilities might the school have?
3. What would it feel/smell like?
4. What would playtime be like? What would you do?
5. What activities might you do?
6. What would the children be like?
7. What would the lessons be like?
8. What would the teachers be like?

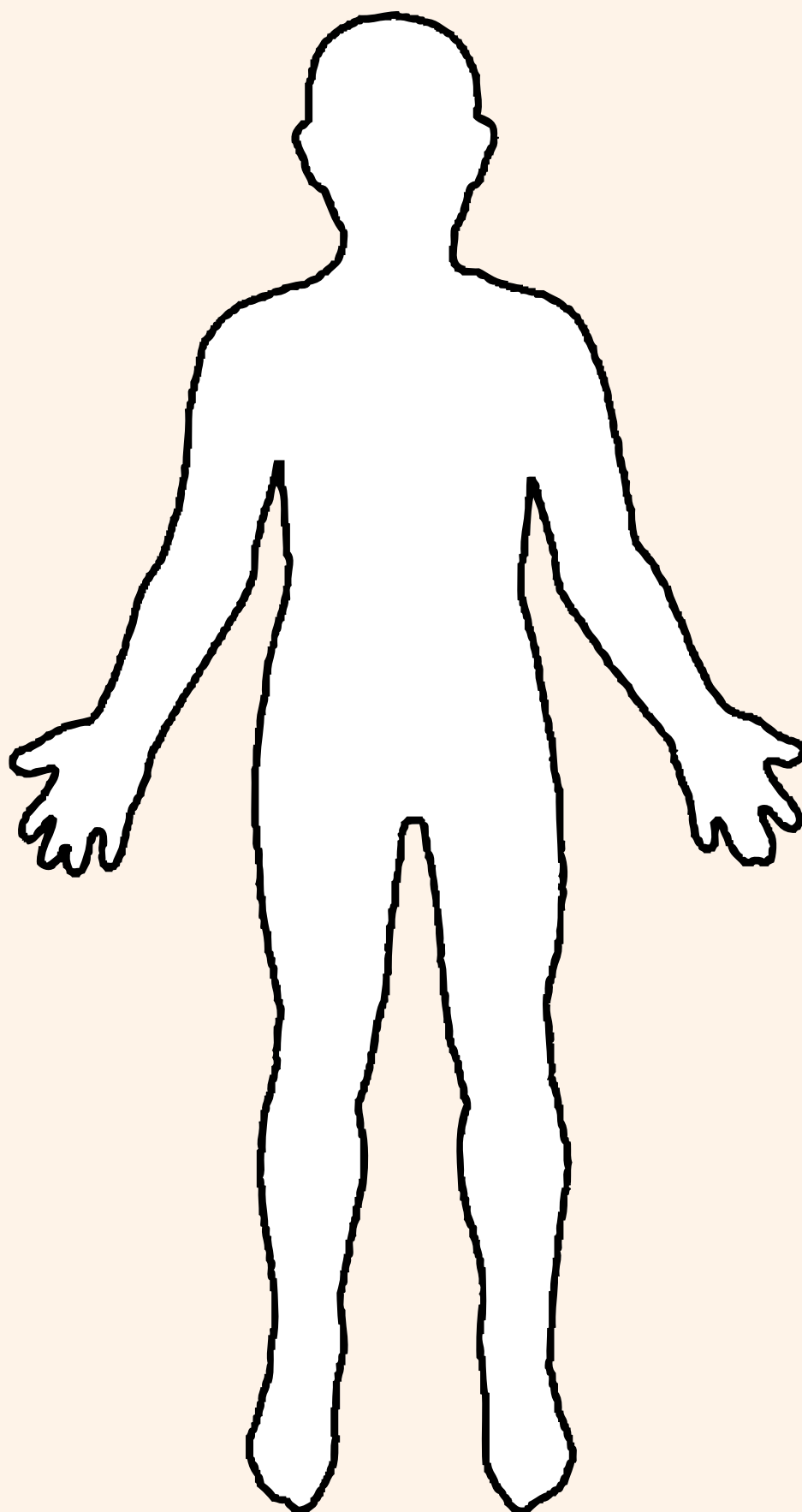


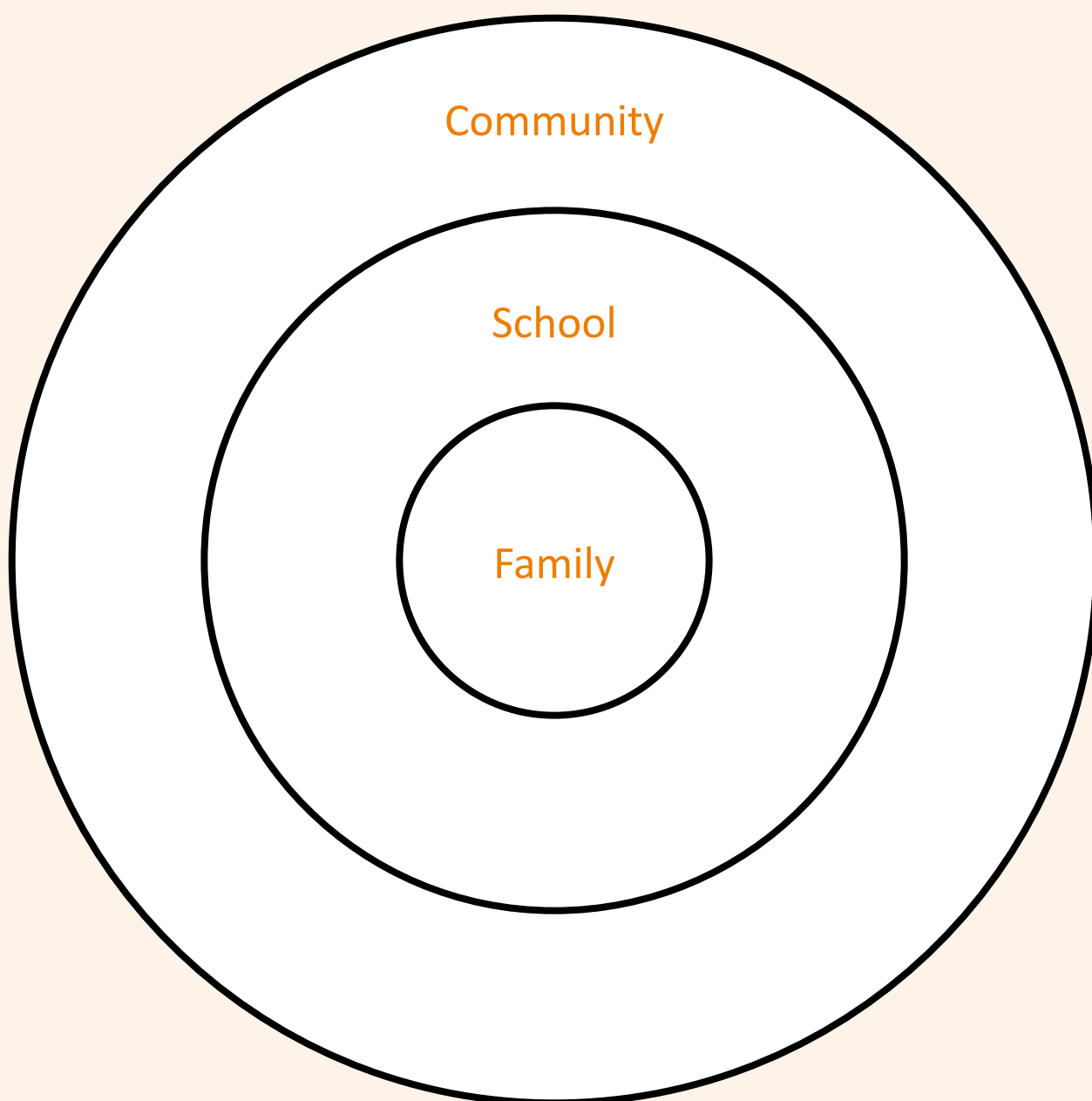


Resource: Year 5: Lesson 2: Celebrating Differences

Can you find all of the different types of people that can be in someone's families? You can add someone who is not in the list in the blank boxes below!

Can you find?	✓	Can you find?	✓
Mum		Dad	
Sister		Brother	
Half-brother		Half-sister	
Step-brother		Step-sister	
Two dads		Two mums	
One mum		One dad	
Step-dad		Step grandparents	
One grandad		One grandmother	
Uncle/aunt		Older sister/brother	
Younger sister/ brother		Cousins	
Cat		Fish	
Hamster		Dog	







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