Belonging - Key Stage 1

Heads Up Kids
Wellbeing for the Classroom

Aims

The session aims to:

- Help children explore what makes them feel they belong in their classroom.
- Encourage children to recognise how their actions can help others feel included.
- Strengthen positive relationships and a shared sense of belonging within the class.
- Support children to express their ideas creatively through the handprint/hand outline activity.

Learning Objectives

Learning objectives for Key Stage 1 around belonging focus on building empathy, understanding classroom community, and celebrating what makes each child unique. These goals lay the foundation for a safe, collaborative, and inclusive environment

Belonging & Community

Children will understand that everyone has a right to feel they belong and are valued in their class..

- I can say what helps me feel part of my class.
- I can recognise that other people may feel differently from me.
- I can name the places and communities where I feel I belong.

Positive Behaviour

Children will identify behaviours that help others feel welcome, safe, and included.

- I can name one thing I can do to help others feel they belong.
- I can show kindness and respect through my words and actions.
- I can explain how my behaviour affects other people's feelings.

Self Expression & Uniquness

Children will express their ideas creatively using the handprint/hand outline activity.

- I can create a handprint or outline to represent myself.
- I can express something that makes me unique.
- I can understand that everybody is different.

Understanding Feelings

Children will recognise feelings linked to belonging, inclusion, and kindness.

- I can talk about feelings such as happy, safe, included, or left out.
- I can describe how kind actions help people feel included.
- I can listen to others' ideas respectfully.

Inclusion and Collaboration

Children will work together to create a whole-class display that celebrates belonging.

- I can take part in a shared class activity.
- I can celebrate everyone's contribution to our display.
- I can help make our classroom a place where everyone feels they belong.

The activity also supports early citizenship skills embedded in RSHE 2026:

- Understanding that communities are made up of different people.
- Recognising that everyone has a role in making a community safe and welcoming.
- Beginning to take responsibility for their own actions within a group.

Cross-Curricular Links

Art

Belonging badges — Children design a badge that represents kindness or inclusion.

English

Kindness acrostic poems — Use words like PLACE, BELONG, FRIEND

Maths

Belonging bar chart — Create a simple bar chart showing the class's chosen inclusion actions.

Geography

Classroom map challenge — Children map the classroom and label areas that help them feel safe and included.

Science

Healthy bodies, healthy minds — Discuss how feeling safe and included helps our bodies and brains.

PE

Team-building games — Activities where success depends on cooperation (parachute games, relay challenges).

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Content

30-40 minute interactive session:

- Warm Up Game
- Class discussion with slide deck
- Individual activity
- Class display

Game: Hula Hoop Squeeze

- Place several hula hoops flat on the floor.
- Children move around the room while music plays (you can use any fast paced and fun music)
- When the music abruptly stops, children must run and place at least one foot inside a hula hoop.
- As the rounds progress, the teacher removes some hula hoops, forcing children to "squeeze" into the remaining hoops.

Slides and class discussion

The interactive slides will give you the opportunity to discuss what helps us feel we belong and supports us to feel 'I belong'.

Give the children the opportunity to share their responses to each question before moving on to the next slide.

Activity

Option 1 - Handprint

Using paint, each child will print their hand onto a large piece of paper (big enough to fit a handprint for every child in the class). Each child will then complete their label using the worksheet below. They will cut these out to be attached to the handprint display. Labels can be positioned on the child's own handprint or scattered across the display.

Option 2 - Hand Outline

If teachers choose not to do handprints with paint they can ask each child to draw around their hand and cut it out to be attached to a display. Children can fill the outlines with colour or drawings if there is time. As above, children will complete their label to be added to the display with the outline.

Conclusion

Our hand prints will remind us that we have made our mark in this classroom. We all belong here! Every handprint is different because we are all unique.

Even though we are different, we all want the same thing. We want to feel safe, happy, noticed and respected by our teachers and friends. We will help each other feel included so everyone feels important. We will all work together and our hand prints will remind us all of the things we can do to help us feel included and feel that we belong.

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Belonging

1. Create your handprint or hand outline.

2. On the label:
   - write your name
   - write some thing that makes you unique
   - write or draw ONE thing you can do more of to make sure everyone in our class feels like they belong.

3. When you are finished cut it out to be added to your class display.

Name:

Something that makes me unique is:

How can I make sure everyone in our class feels like they belong?



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