BELONGING - KEY STAGE 2

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 brick decorating activity and class display.

LEARNING OBJECTIVES

Belonging & Community

Children will understand that belonging is an important part of wellbeing and that communities are strengthened when everyone feels valued.

- I can describe what helps me feel part of my class or school community.
- I can recognise that people may experience belonging in different ways.
- I can identify groups and communities I belong to and explain why they matter.
- I can explain why everyone has the right to feel safe, respected, and included.

Positive Behaviour

Children will identify behaviours that promote inclusion, safety, and positive relationships.

- I can name actions that help others feel welcome and included.
- I can show kindness, respect, and fairness through my words and actions.
- I can explain how my behaviour influences other people's feelings and confidence.
- I can recognise when someone is being left out and suggest ways to help.

Self Expression & Uniquness

Children will explore identity and individuality, understanding that diversity strengthens communities.

- I can create something that represents my identity.
- I can express qualities, interests, or values that make me unique.
- I can explain why differences should be respected and celebrated.
- I can recognise that identity can include culture, interests, personality, and beliefs.

Understanding & Managing Feelings

Children will develop emotional literacy linked to belonging, inclusion, and kindness.

- I can name a range of feelings such as confident, worried, included, excluded, proud, or unsure.
- I can describe how kind actions support people's wellbeing.
- I can listen to others respectfully and respond with empathy.

Inclusion and Collaboration

Children will work together to create a class display that represents collective belonging and shared responsibility.

- I can contribute positively to a group task.
- I can celebrate the strengths and contributions of others.
- I can explain how our class can be a safe and inclusive community.
- I can take responsibility for helping our classroom be a place where everyone belongs.

Early Citizenship Skills (RSHE 2026)

This activity supports KS2 citizenship foundations:

- Understanding that communities are made up of diverse people with different roles.
- Recognising that everyone contributes to making a community safe, respectful, and welcoming.
- Beginning to take responsibility for personal behaviour & its impact on others.
- Understanding that inclusion is a shared responsibility.

CROSS-CURRICULAR LINKS

Art

Class Shield — Children design a class shield symbolising kindness, inclusion, or community values.

English

Short reflective writing — "A time I helped someone feel included."

Maths

Tally charts — Track positive behaviours seen during the week.

Geography

Community mapping — Identify local places where children feel they belong (library, park, clubs).

Science

Brain & emotions — Simple introduction to how the brain processes feelings.

PE

Inclusion challenges — Children design a game where everyone can participate.

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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 CIRCLE

- Children stand in a circle and join hands.
- Unclasp one pair's hands and place the Hula-Hoop between the two. Then have them rejoin their hands.
- The object of the game is to pass the Hula-Hoop all the way around the circle without unclasping hands.
- Children work together to figure out how to manoeuvre their bodies all the way through the hoop to pass it on.

SLIDES AND CLASS DISCUSSION

The interactive slides will give you the opportunity to discuss what it means to have a sense of belonging and how we can support everyone in the class to feel that they belong.

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

ACTIVITY

Each child will receive a brick worksheet which they will design with their name. In the design they can showcase their individuality and also include some of the key themes of 'I belong '. Encourage children to think about:

- The aspects of their culture, interests, personality, and beliefs that make them each unique.
- The groups and communities they belong to
- Why belonging is important.
- The positive impact of feeling a sense of belonging.

They will also complete the brick with a sentence to show 'How can I make sure everyone in our class feels like they belong? The bricks can be arranged in a pattern to make up a class wall to display in the classroom.

CONCLUSION

Our bricks will remind us that we have a place in this classroom. We all belong here! Every brick 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 bricks will remind us all of the things we can do to help us feel we belong, feel connected and part of the class.

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Our class is full of individuals. When we all come together we create a community. A place where we all feel that we belong.

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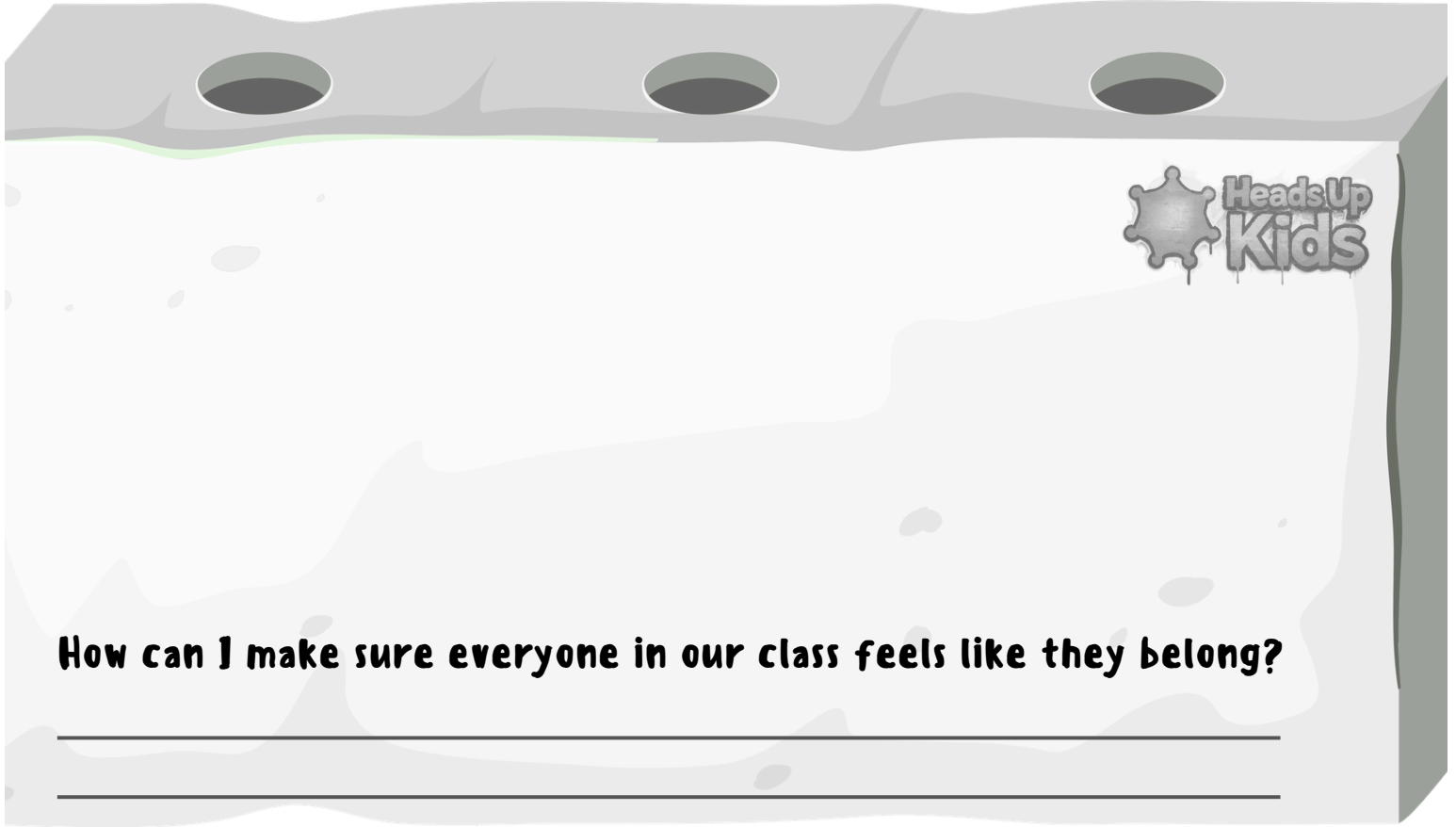
1. On the brick, create a design using your name which shows your individuality. Include some ideas about belonging and what it means to you.
2. At the bottom add a sentence about one thing YOU can do more of to make sure everyone in our class feels like they belong,
3. When you are finished cut out the brick to be added to your class wall.





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