

Belonging - Lessons to support inclusion in school (2 lesson version) for Upper KS2 (Eng) P6-7 (Sco)

Subjects and Issues

♦ Aspirations ♦ Being Different ♦ Being Yourself ♦ British Values ♦ Building self-esteem ♦ Bullying ♦ Citizenship ♦ Caring ♦ Community ♦ Cooperation ♦ Diversity ♦ Emotional needs ♦ Friendship ♦ Helping Others ♦ Identity ♦ Media influence ♦ New Beginning ♦ Positive relationships ♦ Family

Teacher Guidance for delivering the lesson plans

Age group: Upper KS2 (Eng) P6-7 (Sco)

Background and overview - important information before teaching these lessons

The Belonging lessons have been created to help improve the experience of school for children and young people from migrant backgrounds and - equally importantly - to increase the empathy and understanding of children born in this country of challenges faced by those from migrant backgrounds.

Funded by the Queen's Trust, this resource is free for you to subscribe to and use as part of your planned programme of Personal, Social, Health and Economic (PSHE) education.

About the lessons

These lesson plans, including specially commissioned film clips, enable delivery across two or more sessions. There are optional extension activities that enable you to expand children's learning and understanding. They are designed to be delivered by the class teacher.

Primary school teachers will very likely be aware of any children in their class who are from migrant backgrounds and should show sensitivity by avoiding highlighting them and their situation. Some children of migrant backgrounds may volunteer their experiences during the lessons; others may not want to be associated with it. All responses should be respected.

It's recommended that you prepare any pupils who you feel might be particularly affected. For example, they could be given the opportunity to look through the resources in advance, if they would like to, and to reflect on their feelings, as appropriate. Inform parents/carers about this unit of work and its intended outcomes. As above, provide an opportunity for any who might wish to, to view the materials in advance.

It's important to ensure that all children are made to feel confident to discuss any of the issues raised during the lesson, afterwards and individually or in a small group, if preferred. Please see accompanying guidance on what to do if an issue relating to immigration and the law arises (see separate guidance document, prepared by Coram Children's Legal Centre, [here](https://www.coramlifeeducation.org.uk/downloads/Guidance_about_immigration-).

(https://www.coramlifeeducation.org.uk/downloads/Guidance_about_immigration-

Belonging_toolkit.pdf) If an issue arises that concerns the safety or wellbeing of a pupil, you should always follow your school's safeguarding and child protection protocols, and contact your Designated Safeguarding Lead.

Creating a safe learning environment

At the start of the session, as with all lessons dealing with subject matter of a sensitive nature, teachers need to establish ground rules or working agreement to keep all children safe.

Pupils and teachers should agree these ground rules together, so that there is a shared sense of ownership. As a minimum, the ground rules should include:

- Being respectful
- All comments being kind and polite
- Listening to each other

Managing disclosures

Personal disclosures, either about themselves or others is discouraged, and should be covered in the ground rules, but any pupil wanting to discuss a personal issue will have the opportunity to do so, separately from the lesson.

If anyone in the class shares anything that suggests that they or someone they know is at risk of harm, then explain that you will want to talk to them after the lesson, and may need to share the information with someone else who can help.

In the event of a personal disclosure, you should inform the school's Designated Safeguarding Lead (DSL) and take any other measures required by your school's policy in relation to personal disclosures.

Managing inappropriate responses or language

Teachers should be alert to and challenge any misconceptions that arise. If a prejudiced comment is made, this needs to be handled carefully, in a timely manner and in line with the school's policy on racist comments. The teacher's response should also be in line with the school's other relevant policies and protocols such as Anti-bullying.

In the event of a pupil voicing inappropriate views or language we advise the following action:

- Pause the lesson and refer again to the ground rules/agreement made at the start of the lesson
- Inform members of the school's SLT of the prejudiced attitudes
- Take action in accordance with the relevant school policies, as listed below.

Please see separate document *Creating a Safe Learning Environment* for further, more detailed, guidance. Download this document **here**.

(http://www.coramlifeeducation.org.uk/downloads/Creating_a_safe_environment_guidance_for_teachers-Belonging_toolkit_V2.4.pdf)

NB: for new or recently qualified teacher, or those who are inexperienced or less confident about teaching this topic, it is essential that the *Creating a Safe Learning Environment* guidance is read in advance of teaching the session.

We also recommend reading the PSHE Association's Handling Complex Issues Safely in the PSHE Education Classroom (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/handling-complex-issues-safely-pshe-education>) guidance document before teaching this lesson.

In line with best practice, we recommend that the ground rules are displayed at all times during this lesson, so that the teacher can refer to them at appropriate times throughout, especially when beginning class discussions.

Encouraging questions

It is important that pupils have the opportunity to ask questions (including anonymously, before, during and at the end of the lesson). To enable this, we recommend that you provide opportunities for anonymous questions, by using a Question Box or 'Ask it Basket', for example. This enables children to ask questions that concern them without having to do so in front of their peers. Bear in mind that it's essential to respond to these questions, and to do so in accordance with the principles of this guidance and within the terms of your school's safeguarding policy and practice. Some may be answered with the whole class, others in small groups or individually.

Finally, please ensure that you have access to and refer to all relevant, up-to-date school policies including Anti-Racism, Equal opportunities, Anti-bullying and Safeguarding policies.

Lesson Learning Objectives

Pupils will be learning about:

- Different people's feelings about what it means to belong
- How we can help ourselves in new situations
- How we can help others in new situations – including our interactions and improving the environment

Lesson Learning Outcomes

By the end of the lesson, children will be able to:

- Give a range of ideas to describe what 'belonging' may mean to different people
- Describe some of the difficulties people may face when they move to a new place
- Explain things they could do to manage being in a new situation
- Describe some ways they can be sensitive and kind towards someone who is new to their school – identifying personal skills and improvements that can be made to the environment
- Recognise that people can belong to different places and groups

PSHE Association Programme of Study Learning Opportunities

This lesson supports and contributes to the following:

KS2 Health and Wellbeing: H16, H24, H36

KS2 Relationships: R10, R13, R14, R20, R21, R31, R32, R33, R34

KS2 Living in the Wider World: L2, L4, L6, L7, L8, L9, L10

View the PSHE Association's full statements [here](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935). (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>)

Curriculum Links

This lesson plan links to different statutory and non-statutory curriculum elements including:

Relationships and Health Education

Citizenship Education

British Values

See details of links, below:

DfE statutory Relationships and Health Education guidance (2019)

See list on right hand side of lesson plan for DfE end-of-primary statements that this lesson plan supports and contributes to, either in full or in part.

DfE non-statutory Citizenship programme of study for KS2

PSHE and Citizenship - view the DfE non-statutory Citizenship programme of study, [here](https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2) (<https://www.gov.uk/government/publications/citizenship-programmes-of-study-for-key-stages-1-and-2>) and see key links to this, below.

Preparing to play an active role as citizens

2. Pupils should be taught:

- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- b. to think about the lives of people living in other places and times, and people with different values and customs;
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- e. to recognise and challenge stereotypes;
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Belonging Lesson Plan - parts 1 and 2

Note: Parts 1 and 2 need approximately 1 hour each to deliver. Timings are for guidance only.

Pre lesson assessment

An individual pupil assessment sheet has been provided. Download this document [here](http://www.coramlifeeducation.org.uk/downloads/Belonging_Toolkit-pre_and_post-session_pupil_assessmentV2.pdf). (http://www.coramlifeeducation.org.uk/downloads/Belonging_Toolkit-pre_and_post-session_pupil_assessmentV2.pdf) This should be completed in advance of the lesson to enable you to assess pupils' prior knowledge and understanding of the issues to be covered in the lesson.

Pupils with SEND

An adapted pupil assessment including a Word Bank is provided for SEND pupils. Download this document [here](https://www.coramlifeeducation.org.uk/downloads/Belonging_Toolkit-pre_and_post-session_pupil_assessmentSENDpupilsV1.rtf). (https://www.coramlifeeducation.org.uk/downloads/Belonging_Toolkit-pre_and_post-session_pupil_assessmentSENDpupilsV1.rtf)

The Word Bank is editable, so that you can adapt it to the needs of your pupils.

Belonging Lesson Plan - part 1

Introduction (10 mins)

Start the lesson with children standing or sitting in a circle.

Ask for a volunteer who leaves the classroom and waits to be called back in. Ensure this is a fairly confident child. Choose someone to be the leader. The leader claps and taps out a rhythm and keeps repeating it with a regular pulse. E.g. clap, tap thighs, clap, tap thighs. They change the rhythm after every 30 seconds or so e.g. clap, clap, tap thighs, clap, clap, tap thighs and keep repeating it. The class follows the leader. Once a rhythm is going steadily ask the volunteer to come back into class. They stand in the middle of the circle and try to work out who the leader is. When they guess correctly, a new volunteer is chosen who goes to wait outside, a new leader is chosen and the process starts again. Do this for about 5 minutes.

After the last time ask the group to consider how it may have felt for the person in the middle – e.g. on own, confused, a bit lost.

Then ask them what it might have felt like for the people who were joining in with the pattern – e.g. part of something; included.

Repeat the activity but this time send two (fairly confident) children out of the room together. If they are willing, one could be a child who has already done this on their own. Afterwards, ask the class how this might have been different from being in the middle on their own. Reflect on how having someone to work with can lessen the feelings of being confused and lost.

Record the list of words used on a class whiteboard or large sheets of paper.

Activity 1 - Belonging (15 mins)

Introduce the topic of belonging – like the people joining in with the pattern in the last activity may have felt. Explain that we are going to think about what it means to belong and how we can help people to feel that they belong.

You may identify a few children who would benefit from adult support throughout this lesson, to understand the concepts and respond appropriately.

Ask children to write a word or sentence to show what 'belong' means to them (on their whiteboard or A4 sheet of paper). Specify that this is about being part of something rather than owning something (i.e. belongings).

Children share their words with their table group. Volunteers can share their words with the whole class. Add their ideas to the list of words started earlier (how it felt to be joining in the pattern).

With the children in pairs, give each pair one of the People Profiles - download this resource [here](http://www.coramlifeeducation.org.uk/downloads/People_Profiles-Information_sheets-V3.pdf). (http://www.coramlifeeducation.org.uk/downloads/People_Profiles-Information_sheets-V3.pdf)

Note - differentiation opportunity: the profiles of Jummy, Mazin and Siti are shorter and have simpler sentences than the others. You may wish to give these profiles to pupils with SEND, as appropriate.

Some of the people in the People Profile cards are featured in the films.

In their table groups ask the children to 'introduce' the person on their card to different people in the group, by showing the card, saying, "This is...(name)" and then say a little bit about them. The pair they speak to does the same with their card. Repeat so that all the children have a turn or as time allows. NB: you may choose to do this as a whole class rather than group activity, if you feel the need to monitor what children are saying, depending on level of maturity.

Watch the first part of the film entitled 'Belong' and pause it after the answers have been given to the question: 'What does it mean to belong?' (0 – 1.14)

Discuss – did the children in the film think of similar words? Was there anything they said that anyone here related to?

Children then wipe their whiteboards and, with their partner, make a list of what groups young people their age might feel they belong to e.g. family, school, football or gym club etc. Ask the class to share one of the groups they have on their list. It's ok to repeat what another person has said.

Discuss the idea of belonging to a group and the fact that some people might feel that they belong to lots of groups, whereas other people feel they belong to a few groups - and all of this is ok. Explain that some young people who travel from their own country to this country don't feel they belong anywhere when they arrive.

Activity 2 - First day (10 mins)

Introduce and watch the 2nd part of the film. 'Describe a first day in a new place' (1.15 – 3.15)

Ask children to discuss in pairs how some young people in the film felt when they were in a new place for the first time. Record their ideas on a class list or white board. If they don't raise it, ensure they recognise that Ijeoma was excited by seeing snow for the first time. It is important that they understand people can feel a range of emotions about the same experience.

Watch the 3rd part of the film 'Has there been a time when you didn't feel like you belonged?' (3.16 – 5.48)

As a class discuss some of the things the people did to 'fit in and belong'. Recognise that while they may have wanted or felt able to do these things, not everyone can and that we have a very important role to do things to help people who are new feel that they belong.

Activity 3 - How does it feel? (20 mins)

In their pairs, ask the children to focus on their People Profile card. Imagine it is the first day for that person at a new school/college and they need help to find the dining hall. Think about:

- a) What their person could do to find out.
- b) What others who know the school could do to help.

Feedback ideas as a class, with the teacher recording them on the white board. Try to include things that might be in school – maps; signs – as well as asking for help. Think about what both sets of people could say and how they might say it – consider body language; listening skills.

In their pairs role play the scenario using the ideas gathered as a class and ensure the children swap and play both roles. Ensure there are clear signals to mark the start and end of the role plays so that the children can de-role from the characters effectively. This could be a bell/clap/tambourine. Some children may benefit from direct support from an adult to fully engage in this activity. They might find it useful to have two or three key phrases to use written out for them.

Provide clear ways of enabling children to come out of role, for example, ask them to imagine their character is sitting in a chair in front of them. The pupils can then thank the character for allowing them to play them, perhaps offer them some further advice and say goodbye. This will help to ensure safe closure of the role play.

Some pupils may feel uncomfortable about taking part in role play. If this is the case with any pupils in your group, an alternative activity can be provided. For example, they could instead think about the kind of conversation that might happen between the two people – what each might say – and write ‘speech bubbles’ for both characters, in the form of a storyboard or cartoon.

If any pairs are willing, they could share their role play or storyboards with the class. The others act as a respectful audience and feedback things that both parties did to make this a successful interaction.

Reassure the children that sometimes they may not be able to help but should then consider their ‘Network of Support’ – people they know and trust and seek their support.

Extend the role plays by giving pairs different scenarios. One plays their People Profile person going to their first session of a club e.g. football; dance; choir; art. The other is someone who has been going to that club for a while. Ensure the children swap roles and reinforce the start and end signals.

Plenary (5 mins)

Reflect upon how someone who is new, someone who might not speak English, someone who might have come from an unsafe place might feel and the valuable role we can all play to help that person feel they belong.

Ask the class to summarise some of the things we could do.

Hand out the large petal activity sheet - one per child. Download this Activity Sheet [here](http://www.coramlifeeducation.org.uk/downloads/Petaltemplate-3.pdf).

(<http://www.coramlifeeducation.org.uk/downloads/Petaltemplate-3.pdf>) Children write their ideas on their petals. Display the ‘friendly flowers’ in the classroom.

Using a large hand symbol – reflect upon and record people in school to whom they can turn if they need help to support a new person – a ‘Network of Support’. Download and print or display ‘helping hand’ image [here](http://www.coramlifeeducation.org.uk/downloads/helpinghandimageV3.pdf).

(<http://www.coramlifeeducation.org.uk/downloads/helpinghandimageV3.pdf>)

Belonging Lesson Plan - part 2

Introduction (5 mins)

Remind the children that we are thinking about what it means to belong and how we can help people to feel that they belong. As a class ask them to suggest 5 words/phrases for each of the following:

- What does it mean to belong?
- How might someone feel if they felt they didn’t belong?
- What can we do to help someone who is new?

Ask the children and staff to participate in a game. Ask them to stand up if any of the following apply to them:

- They belong to class [insert class name] – this ensures everyone stands for at least one.
- They go to a football club.
- They like ice cream.
- They are in year [insert as appropriate] – this ensures everyone stands for at least a second one.
- They enjoy watching TV.

Teachers can of course think up their own examples but ensure there are some that will 'capture' everyone and avoid gender specific statements e.g. 'you are a girl' as this suggests a very narrow view of gender and is not fully inclusive.

Summarise that we are all different – 'unique'. There will be things we have in common with other people and there will be differences. These may also change as we grow up. This is all fine but sometimes when people are new to a place or a situation, they may feel different and this can cause anxiety. We are going to explore further what someone new could do and how we can help, in these situations.

Activity 4 (15 mins)

Watch the first part of the film 'Advice on starting school for refugee and migrant children' – 'What advice do you have for someone who is new at school?' (0 – 1.12)

Pause and collect the advice that these young people had for someone who is new, from the class. Teacher to record on a large sheet.

Watch the second part of the film 'Advice on starting school for refugee and migrant children' – 'What advice do you have on how to make a new class member welcome?' (1.13 – 2.37)

Through class discussion, the teacher records ideas these young people had on how to welcome a new class member.

Hand out the Person Profile cards to individuals. It doesn't matter whether they get the same person or someone different from before. Ask the children to read the information on the card. Some pupils may need support to do this and may be able to work with an adult 1:1 or in a small group.

Show email received from your character - download and view or print this resource **here**. (<http://www.coramlifeeducation.org.uk/downloads/Requestforadvice.pdf>)

"Hi, I'm starting at your school next week and I'm really worried about being new. I wondered whether you could give me any advice please? Thank you."

Ask to children to write an individual email response. Ask them to:

- Write the email reply to the person on their People Profile card.
- Be friendly and welcoming.
- Describe something they will do to help the new person.
- Show an interest in something they have shared.
- Sign off in an appropriate and friendly way.

Differentiation opportunity: those needing more support can work with an adult 1:1 or in a small group. Alternatively, or in addition, provide appropriate sentence starters to support these pupils, which can be displayed on the whiteboard, or written on a separate piece of paper, for example:

- Thank you for writing to me...
- I hope that...
- I can understand how you feel...
- I'm really looking forward to...

Please adapt or add to these examples, to match your pupils' specific needs.

If willing, ask a couple of children to share their responses.

Activity 5 (30 mins)

Explain to the class that in situations where someone is new we have thought about:

- Things they can do.
- Things that we can do as individuals.

We are going to watch one more piece of film – ‘What does belonging mean to you?’ (Primary) ‘How were you made to feel welcome?’ (5.49 – 7.20)

Discuss that as well as other children and teachers being friendly, Sadie talks about being shown around the school by another pupil.

Explain that in groups we are going to do an audit of our school and reflect on:

1. How welcoming and clear it is to someone new?
2. How could we improve things?

Whilst doing this activity, you might want to write these two questions on the whiteboard, or download this version of them [here](http://www.coramlifeeducation.org.uk/downloads/SchoolauditquestionsV1.pdf)

(<http://www.coramlifeeducation.org.uk/downloads/SchoolauditquestionsV1.pdf>) and display on your IWB.

Split the class into six groups and give each group an area to review. These could include:

1. The entrance to the school from the outside – are there welcoming signs? Are different languages used? Is it clear where to go?
2. The reception area inside the school – is it clear what to do? Are there pictures as well as words? Does it feel welcoming?
3. The toilets – are the signs clear? Do all the doors lock securely?
4. The dining hall – is it clear how to line up? Is it clear where to sit in assembly? Is it clear how lunchtime ‘works’?
5. Classroom doors – do they have signs saying which class they are? Are the teachers’ and teaching assistants’ names there? Are there pictures?
6. The playground – is it clear what you can do outside at break times? Are there rotas for some pieces of equipment/activities? Are there pictures to help?

Allow about 15 minutes for this audit. Pupils who need support would benefit from an adult supporting their group.

Ensure there is time for each group to feedback their findings and suggestions for improvements. It is important that the class feel they can have some input into things improving. Consider two changes that each group could actually put forward to the Senior Leadership Team, to improve the area they reviewed.

Plenary (10 mins)

Ask the class to reflect on their learning, individually. Invite those who wish to, to share with the class. It may help for the teacher and other staff to share their learning first, to provide examples.

Download and display this resource to support this activity [here](http://www.coramlifeeducation.org.uk/downloads/Something_I_have_learnedV1.pdf).

(http://www.coramlifeeducation.org.uk/downloads/Something_I_have_learnedV1.pdf)

Signposting pupils for further support

NB: at the end of the lesson, please ensure that pupils are signposted to sources of further support, including:

- Key staff in school, as appropriate
- Their ‘Network of Support’ – people they know and trust
- Any local organisations that provide support in this area
- National organisations that provide support (e.g. Childline)

There are also several sources of useful information for both teachers and parents/carers in the *Immigration Guidance for Teachers*. Download this document [here](http://www.coramlifeeducation.org.uk/downloads/Guidance_about_immigration-Belonging_toolkit.pdf).

(http://www.coramlifeeducation.org.uk/downloads/Guidance_about_immigration-Belonging_toolkit.pdf) Signpost pupils to these, as appropriate.

Post lesson assessment

Within a day or two of the second lesson if possible, revisit the Assessment tool. Using a different colour, ask the children to add any additional words and record their opinions having completed the lessons. Reassure them that nothing they put beforehand was 'wrong'.

This is an opportunity to add anything extra and reflect upon their learning. Teachers should be aware that some children's confidence may have decreased. Prior to the lessons they may have felt more confident based on limited awareness. As they have learned more about the topic, their awareness of the breadth of this topic may have grown and their confidence decreased. This is not to devalue the learning that has gone on but should be used by the teacher to plan the next steps. For example, some pupils may benefit from further opportunities to ask for help and be able to respond to requests for help, through role play. Teachers could devise other scenarios, relevant to those pupils e.g. starting in the next school year; taking part in an activity new to them in or out of school. Further ideas are outlined below in 'Extension Activities'.

Extension Activities

A – pupils could write a story about belonging, drawing on the learning from the lessons.

B – pupils could work individually or in pairs/small groups to produce a leaflet about 'Joining year X'.

C – using the information gathered in Activity 5 pupils could produce a 'Welcome leaflet' for people – pupils and staff – new to the school. This could include a warm welcome; a map; pictures of key people and places and a 'what to do if you feel worried or have any questions' section.

D – pupils could plan and present an assembly on how to make people in school feel welcome.

Additional Useful Information

Become a School of Sanctuary

Help pupils learn more about the issue of asylum seeking and refugees inside and outside of class, and take positive action to make their schools a really welcoming place for all pupils, staff and visitors:

View School of Sanctuary information, [here](http://www.oxfam.org.uk/education/resources/schools-of-sanctuary).

(<http://www.oxfam.org.uk/education/resources/schools-of-sanctuary>)

Sign up as a Welcome School

Visit <https://www.refugees-welcome.org.uk/schools> (<http://www.refugees-welcome.org.uk/schools>) to help prepare local pupils for the arrival of refugees and help arriving children and young people feel welcome.