

Host Guide

Early Years Foundation Stage 3-5 years old





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Overview

Before you begin

We're so excited you've chosen to run the *Difference* course with your primary school!

If you haven't already, you'll need to create an online account so you can access everything you need, including films and slides provided for every session. This is free and simple to do – just follow the steps below:

Register for training – sign up for a training session at difference.rln.global/training.
Head to difference.rln.global/sign-up and create an account – this gives you access to the resources hub after completing training.
Explore the dashboard – this is where you'll find articles and introductory videos about the <i>Difference</i> course.
Set up your Difference course – we'd love to know when you're running the course and for how many people so we can best support you along the way. Please register a course per class/group.
Download the course materials – visit the training and resources hub to find the films and slides that accompany each session.

Scan here to get started!







About

We live in a messy, hurting, and divided world. For children growing up and working out who they are, it can be especially hard to know how to handle conflict, difference, fear of saying the wrong thing, and the ups and downs of friendships.

Children and young people need the opportunity and support to build good relationships with themselves, their peers, and the world around them. Through Difference, pupils will develop formational habits to encounter others well and navigate difficult situations. By participating in this programme, they will gain the tools and skills to engage constructively and respectfully to build a flourishing and welcoming school community.

Key stages

Difference for Primary Schools has five sets of resources – one for each key stage. These course materials have been developed with education experts and school practitioners.

We are delighted that schools around the world are using these resources – please use the age ranges below as guidance for your context.



Early Years Foundation Stage

3-5 years old (Nursery and Reception)

Key Stage 1

5-7 years old

Lower Key Stage 2

7-9 years old

Upper Key Stage 2

9-11 years old

Transition

10-12 years old

In our diverse classroom contexts, it is important to recognise how worldviews can impact how pupils think, believe, feel, and act. The *Difference* course is rooted in Christian principles and is thoughtfully designed to speak to universal values, such as compassion, empathy, interconnectedness, forgiveness, belonging, and hospitality.

These values ensure that the content is inclusive and relevant to all pupils. Recognising the influence of different worldviews helps us create a more empathetic and supportive learning environment. The resources include optional prayers along with alternative reflections for the diversity of needs and beliefs of your pupils.

Sessions

With the exception of the Nursery materials, the *Difference* course for primary schools has six sessions:

1 Introduction

In complex and divided times, we can develop habits that help us to relate better to others and work towards building just and flourishing communities.

2 Crossing Divides

Sometimes our own assumptions or prejudices divide us from others. We can challenge these assumptions by being curious about the lives of those we don't know.

3 Navigating Disagreement

It is possible to have good relationships even when we disagree. Instead of being afraid of disagreement, we can develop empathy for those we disagree with, learning to see things from the other's point of view.

4 Pursuing Justice

Justice is an important part of peacemaking. We are invited to recognise that the world is not as it should be and to join with others to pursue just and flourishing communities to change the world around us.

5 Practising Forgiveness

Taking steps towards forgiveness can be complex but transformative. Having recognised a hurt, we can begin to see if a better relationship is possible in the future.

6 Belonging Together

We flourish when we recognise our interconnectedness and the unique value we each have.

Difference teaches three habits

Difference introduces three formational habits that can shape how we navigate everyday relationships. Rooted in the wisdom of experienced peacemakers and inspired by Jesus' encounters in the New Testament, these habits equip and encourage children in a fractured and fragile world.

Our habits matter. Research estimates that 45% of our daily actions are habitual¹ and neuroscientists have estimated that up to 95% of our behaviours are controlled – at least in part – by the subconscious mind.² This suggests a close connection between what we believe and what we do. If we can shape our habits, we will develop practices that have a deep and lasting impact on our actions, our thoughts and our character.



These habits are deeply interconnected and can be used flexibly, there is no correct order - they strengthen and support each other.

Let's take a closer look at the three habits ->

- 1 David T. Neal, Wendy Wood, and Jeffrey M. Quinn, 'Habits A Repeat Performance', Duke University, 2006
- 2 e.g. Lakoff and Johnson 1999, in Martin 2008



"God created human beings, making them to be like himself." Genesis 1:27a (GNB)

Listen to others' stories and see the world through their eyes.

In Genesis 1, we read that every person is made in the image of God, with value and a unique story of deep worth. When we are curious enough to discover a person's story, we affirm their innate value.

When a person feels seen, heard, and respected, it enables trust to grow and deeper conversations to become possible.

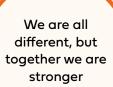
Demonstrating a genuine interest in who another person is and how they experience the world can open a door to navigating more challenging territory together.

Curiosity about the other also invites us to stretch beyond the borders of our own experiences. Adopting a posture of enquiry and wonder cultivates humility, where we acknowledge that we don't have all the answers, while still valuing the experience and insights we do offer.

Being curious enables pupils to build community. The word community comes from ideas of shared belonging and unity. This concept will be explored through specific examples to help pupils better understand how context – geographic, historical, cultural, etc. – impacts what it means to live, believe, and think as a member of a global community.

Habits progression

EYFS (3-5 years old)



We are all
different and we
are all connected
– we need to
honour each
other

We are stronger when we celebrate and value our differences

It takes time, commitment, and patience to get to know each other better

Umunthu – I belong, therefore I am

Transition (10-12 years old)



"The Word became flesh and made his dwelling among us." John 1:14a (NIV)

Encounter others with authenticity and confidence.

It is often in our encounters with others that we notice complexity, divisions, and differences in human relationships. Such encounters are at the heart of many of Jesus' teachings.

Being present with others means more than just being there physically. It means being fully present – showing up and sticking around, making time for the other, giving them our full attention, and meeting them as they truly are.

The Christian faith teaches that God became human and chose to be part of a hurting world. God's response to injustice and hurt was to step into the reality of the human experience through the person of Jesus Christ.

Being present involves having the courage to bring our unique selves into our encounters – not just the filtered version of ourselves we want others to see. When we show up with our experiences, backgrounds, strengths, hopes, and fears, it can make way for deeper, more meaningful relationships.

When we choose to be present, we move towards embrace. Embrace is not just about welcoming others – it's about taking the opportunity to broaden our perspectives. Through the lens of Ubuntu, this relational concept invites pupils to expand their understanding and gain insight into how their own environment has influenced their understanding of the world.

Habits progression **EYFS** (3-5 years old) We make everyone feel welcome We can make people feel welcome by... (diverse approaches) Being welcoming enables us to expand our own horizons We're all responsible for helping others feel that they belong Our ways of thinking, knowing, and believing shape our identity

Transition (10-12 years old)



Find hope and opportunity in the places where we long to see change.

Our perceptions of the world are shaped by our imaginations. When divisions and conflict seem intractable and we face repeated disappointment, it can sometimes be difficult to find hope or to envision a future where healing, restoration, and thriving relationships are possible.

Yet we read in Revelation 21 that 'God is making all things new.'
The habit of reimagining encourages us through being renewed
by the Holy Spirit to seek for God to expand our understanding
of what is possible. Reimagining is rarely a solo activity; it often
happens in community. For relationships to be restored, the
systems and structures we live by may need to be reimagined
and reshaped in ways we have not yet considered.

The habit of reimaging helps pupils reflect on the dynamics of power. Power cannot be divorced from context; it is undeniably the case that some people have more power than others and that this power can be used for both good and ill. This concept asks pupils to critically analyse ways in which power has shaped lived experience – positively and negatively – in a global context.

Habits progression

EYFS (3-5 years old)

Everyone can make a difference

There are important stories and experiences; we can listen, care, and understand

Lived
experiences
shape and
deepen how we
understand our
worldview

People in a worldview may follow different sources of authority

Power and influence shift with time, place, and shared hope

Transition (10-12 years old)

Overview

Using the habits with your pupils

Pose, **Pause**, **Pounce**, **Bounce** is a simple but powerful strategy to create meaningful dialogue in the classroom. It encourages deeper thinking, active listening, and respectful discussion – all essential for nurturing the three habits:

Be Curious

Take a genuine interest in others' thoughts and experiences

Pose

Ask a thoughtful question linked to your learning but let pupils know you don't want an answer yet. This invites curiosity and builds anticipation.

Be Present

Give your full attention, really listening to what others say

Pause

Give pupils silent thinking time. This models being present – allowing everyone space to reflect, especially those who may need longer to process their thoughts.

Pounce

Gently invite one pupil to share their answer. This encourages full engagement and shows that every voice matters. If they're unsure, reassure them and invite another to try – it's all part of the learning.

Reimagine

Explore how your thoughts may adapt and change after hearing other people's responses

Bounce

Ask another pupil what they think about the first answer. Do they agree, disagree, or have something to add? This helps pupils reimagine – exploring how their own thinking might shift or grow after hearing someone else's perspective.

By combining this method with the *Difference* habits, you're not just asking questions – you're building a classroom culture of curiosity, empathy, and collaborative thinking.

The *Difference*Song

In partnership with iSingPop, we're excited to share This is the Day (The Difference Song) for use in classrooms, collective worship and assemblies. The song highlights the three habits and the themes of the Difference programme. It also includes fun, easy-to-follow actions to help pupils join in and bring the message to life.







Feedback

As part of our commitment to keep improving, we would love to hear how *Difference* is going for you and your pupils. As you begin using the materials, please share any reflections, stories, and feedback, which will greatly help us understand the impact these resources are having in classrooms – and how we can make them even better.

At the end of your course, please remember to complete a feedback form in your final session by visiting **difference.rln.global/feedback** or by scanning this QR code.



Using the session guides

Session structure

The sessions are designed to be flexible and adaptable to suit your school's context. You can choose how and when to deliver the materials, depending on what works best for your pupils and timetable.

As a guide, some schools have delivered the sessions over six weeks – spending around an hour per session through subjects like RE, PSHE, English, History, or whole school learning such as collective worship or assemblies. Others have run the sessions daily over a single week. There's no fixed approach – you're encouraged to deliver the course in a way that complements your pupils' engagement and learning.

Each session of the course follows the structure below:

Story (Be Curious)

Stories matter, so we start with a section called **Story**. Each key stage embeds learning in children's literature with a story book chosen for each stage and we've produced a short film introducing pupils to the three habits. Every session highlights a story or Bible reference to reflect on relevant themes. Questions are provided to guide your discussion with pupils.

During this part of the session, pupils are encouraged to explore, ask questions and engage with the world around them, nurturing their natural sense of wonder and deepening their appreciation for diverse perspectives and experiences.

Space (Be Present)

The middle section of each session is called **Space**. The spaces we create can have a powerful impact on the relationships we build. This part of the session helps embed the habits through a variety of facilitated activities. Pupils will learn to broaden their horizons by welcoming and understanding others' experiences, while also recognising that their own hopes, beliefs, and values are just as important as those of others.



Sanctuary (Reimagine)

Each session ends with a moment of **Sanctuary**. This is a time for pupils to reflect on what they've learned and how they could apply it in practice. This part of the session embraces the habit of reimagining, encouraging pupils to think creatively about how they can shape a hope-filled future, considering the impact of power, influence, and their role in it. This helps them develop problem-solving skills and a positive, forward-thinking mindset. If appropriate for your setting, this section is also an opportunity to pray.

H Before the session

Ahead of each session, the following steps will help you prepare.

Read

Read the guide for the session, paying close attention to the instructions and the session theme. Familiarise yourself with the provided slide deck, making any edits ahead of the session.

Set up

Prepare your room and ensure you have the materials you need for the activities. Make the space feel welcoming.

During the session

Each session has a set of notes to help you host it, giving guidance on what to say, questions to ask, and activities to run.

Sessions contain the following elements:



Film

Suggested videos to explore with pupils, encouraging meaningful discussions around key themes and habits.



Song

Songs are included to help pupils connect with the themes, remember key messages, and express their learning in creative and joyful ways - including the *Difference* song.



Children's literature

Stories that connect to the session theme to aid exploration and discussion.



Slides

A slide deck for every session, with images, videos, and discussion questions included.



Activity

Guidance for activities is provided, along with key discussion questions to link activities to the learning.



Bible

Biblical passages and stories are offered for those who wish to explore the session themes from a Christian perspective.



Prayer and reflection

Prayers and reflections to read with your pupils, or to put into your own words.

Beyond the session

To help embed the *Difference* habits – **Be Curious**, **Be Present**, and **Reimagine** – beyond each session, schools are encouraged to create reflective, empowering, and inclusive spaces that allow pupils to continue practising these habits in meaningful ways throughout the school day. These spaces should go beyond one-off lessons, integrating the habits into the rhythms and culture of classroom life, contributing towards pupils' continuous learning.

By creating opportunities for ongoing reflection, dialogue, and creativity, pupils are supported in exploring their own identities, understanding others, and imagining more just and compassionate communities. These spaces might take the form of physical areas, like a Working Wall, Peace Diary, or Harmony Haven (see page 30), but can also be woven into routines such as circle time and collective worship.

Such environments invite pupils to be active participants in their own learning and development, encouraging them to:

- Consider thoughtful questions and be open to new perspectives
- Practise presence and empathy with peers
- Reflect on how they can make a positive difference in their relationships and communities

Ultimately, these intentional practices help pupils move from learning about: difference to living it, developing the skills and values they need to flourish as individuals and as part of a diverse and interconnected world.



Including everyone

Wellbeing

The below guidance is intended to help you create an accessible and welcoming environment that will enable the pupils in your school to engage with – and enjoy – *Difference*.

Every person is different

It is particularly important to bear in mind that every person in your group will come to *Difference* with unique life experiences, perspectives, and needs. Some children may need encouragement to step out of their comfort zones and be given opportunities for reflection. For others, it will be important to underline the importance of their wellbeing and ensure that they do not feel under pressure to engage (with individuals, groups, or issues) if it does not feel helpful or safe for them to do so at this point.

Emotional regulation

Emotional regulation involves recognising, understanding, and responding to emotions. It plays a key role in how we learn to reflect on our own experiences and build relationships with others. Some pupils may be going through personal situations that make it hard for them to regulate emotion. It is important to keep this in mind when facilitating activities where children are invited to reflect on area of conflict or on their own perspectives.

When we feel threatened, embarrassed, or angry, it's normal for there to be an emotional reaction. This happens because the emotional part of our brain (the amygdala) takes over, and puts our rational thinking on hold. It's like our brain switches to survival mode, focusing on protecting ourselves in the moment rather than engage in careful thinking. This can make it hard to regulate emotions, stay focused, or prevent impulsive actions.

Feeling safe

Starting a journey to explore and develop the habits of being curious, being present, and reimagining involves pupils feeling safe enough to share stories, express personal opinions, and listen to those of others.

Creating a safe social, physical, and emotional space for pupils will provide containment for the sessions – particularly for any pupils who may be struggling to regulate emotion. The following recommendations will help create a safe and nurturing environment where children feel empowered to explore and express complex emotions and ideas.



A safe social space

As we welcome pupils, we need to create a space where they feel comfortable and safe to be themselves. This is not something that can be done by you alone, as an educator; it requires involvement and collaboration with your pupils.

Before beginning the sessions, establish a positive group culture – for example, by creating a class agreement. As pupils contribute their ideas, reflect back what you believe the children are expressing and avoid making assumptions. Think about how you can enable the children to have ownership of the process – for example, a pupil could act as a scribe or help summarise suggestions. The more ownership the children feel through this process, the easier it will be to establish and maintain a group culture that practices the habits.

A safe emotional space

When exploring personal or emotive topics, creating a psychologically safe space is essential to ensure pupils feel secure, respected, and able to engage meaningfully.

- Start by collaboratively establishing clear ground rules that promote respectful behaviour and active listening without judgement, so every child knows their thoughts and feelings will be valued.
- Encourage a culture of empathy by encouraging pupils to recognise and appreciate one another's perspectives, using storytelling, role play, or shared experiences to build understanding and connection.
- Provide opportunities for self-expression in various forms through drawing, writing, speaking, or using reflection or thought boxes – allowing pupils the flexibility to process and share in ways that suit them best.
- Ensure all language and materials used are age-appropriate and accessible.
 Avoid jargon and offer clear, simple explanations that children can easily understand.
- Most importantly, remain present and responsive throughout, tuning into
 emotional cues, offering reassurance, and making space for pupils to talk privately
 if they need extra support (in accordance with your school's pupil wellbeing and
 safeguarding guidelines).



A safe physical space

In addition to creating a space that is emotionally, mentally, and spiritually safe, we need to create a space that is physically safe.

Location

It can be beneficial to consider how the pupils in your group perceive the space where you are gathering. The space you are using may carry specific connotations influenced by its other uses – for example, it may be associated with a class subject at school that they find boring or challenging. Consider ways to enhance their sense of ownership for the purpose of this course, making it a place where the children can relax and be themselves.



Set-up

Think carefully about the layout of your room. How are the chairs positioned? Are some arrangements more formal or imposing? Will you use chairs, or would beanbags or floor cushions be more appropriate? If you choose the latter, will everyone be able to sit down and get up comfortably? If some people in your group have limited mobility, consider how to make the room inclusive for them.



Area to take a break

It could be helpful to designate an area as a quiet space. Sometimes discussions, activities, or interactions can become overwhelming for some people – we don't always know what may be triggering due to different experiences or circumstances. A pupil might need to spend a few moments on their own in a quiet space until they feel ready to return to the group. If possible, set up a corner of your room with comfortable seating and items such as noise-cancelling headphones and fidget toys. Ask the children what would help them most if they need to take a break. At the start of each session, remind the group that this area is available.





Consider accessibility

The course materials are designed to be inclusive and interactive, including some movement around the room. It's essential to review each session and consider any necessary adaptations based on the needs of your group.

Widgit mats

A printable widgit mat is provided for each session to enhance accessibility and support diverse learning needs. The widgit symbols and visual aids provide clear, visual representations of key terms and concepts, which can significantly benefit pupils with different learning styles and abilities, including those with language or cognitive challenges.



Widgit mats can be particularly useful for pre-teaching – giving pupils the opportunity to familiarise themselves with vocabulary and concepts before they come up in the main lesson. This proactive approach not only aids comprehension and retention but also creates an inclusive environment where all pupils can engage more effectively with the material. The use of visual vocabulary helps to bridge gaps in communication and ensures that every pupil has the opportunity to understand and participate in the lessons.

Widgit mats for every session will be available to download in English via the training and resources hub. If you require widgit mats in a different language, please email us (via hello@rln.global) – we'd be happy to provide these for you!

Some things to consider are:

- For children with auditory impairments, consider what adjustments they need so that you can ensure they are in the best position to hear clearly or lip-read if applicable.
- When using visual materials, be prepared to describe them accurately and promptly for pupils with visual impairments.
- Some children may struggle to empathise with others or understand different perspectives. Break down activities into smaller steps and provide extra support in assessing emotions.
- Listening can be challenging for those who struggle with interrupting, inferring, or changing topics while others are speaking. Provide additional support by reminding them of how they can demonstrate active listening during these sessions.
- Fidget toys or putty can be beneficial for pupils who need to occupy their hands to aid concentration.
- A visual running order for the session (displayed on a flip chart or piece of paper), along with time warnings/notices about activity endings, can help your group prepare for transitions and changes.



Early Years
Foundation
Stage
overview
and sessions

EYFS overview

The EYFS resources are designed to help young children explore big ideas in simple, age-appropriate ways. Through stories, play, and guided discussion, children will be encouraged to think about their own feelings, relate to others with kindness, and begin to understand how their actions can help make their classroom and wider world a better place.

We have provided two courses to support early years learning: one designed specifically for **Nursery** (3-4 year olds) and another for **Reception** (4-5 year olds). Each course recognises the unique developmental stages and learning needs of children in these distinct year groups, ensuring age-appropriate content and approaches throughout.

Be Curious (Community)

We are all different, but together we are stronger.

Strong communities grow when we are curious about one another; when we listen, learn, and understand. Exploring differences with kindness and openness builds trust. Acknowledging diversity isn't just about what makes us unique – it's about recognising strength in sharing our unique experiences and growing together.

Be Present (Embrace)

We make everyone feel welcome.

Welcoming others begins with being fully present. With open hearts, attentive minds, and a willingness to truly see and hear those around us. When we embrace each person's unique story and create space for every voice, we show that they belong. Together, we build a hospitable community where everyone feels safe, respected, and valued for who they are.

Reimagine (Power)

Everyone can make a difference.

When we recognise that power can be shared and reimagined, we open the door for everyone to create change. By listening to different voices and challenging injustice, we empower each person to use their influence (however big or small) to build a fairer, kinder world. Strength lies in believing everyone has something valuable to offer.

(26)

The EYFS materials are designed to explore and engage pupils with several interconnected themes, including:

1 Self-awareness

Encouraging pupils to understand and appreciate their own strengths, weaknesses, interests, and values.

2 Personal expression

Allowing children the opportunity to express themselves through different media (plural of medium) throughout the continuous provision. This will encourage a sense of pride in their own uniqueness.

3 Respect for diversity

Highlighting the importance of respecting and valuing differences in others including cultures, perspectives, and abilities.

4 Empathy and compassion

Enabling pupils to understand and share the feelings of others.

5 Community and inclusivity

Helping pupils to understand the importance of feeling included, valued, and heard.

Through these themes, pupils will gain the tools to think critically, challenge assumptions, and engage in meaningful discussions that help shape a more welcoming, inclusive and thoughtful world.

Theological underpinning

- All humans are 'wonderfully and fearfully made' (Psalm 139) and have intrinsic worth.
- Everyone is equally special. (Genesis 1:27)
- Our world is a wonderful place, full of all kinds of people. It is a more wonderful place because people are all different. (Galatians 3:28)
- We love to explore and discover new things; we are curious and enjoy learning about different people, places and stories. (Psalm 111:2)

Key text





Balancing individuality and belonging are essential for creating an environment where all students can thrive. The key texts for the EYFS sessions – *I Want My Hat Back* by Jon Klassen, *My World, Your World* by Melanie Walsh, and *Hair Love* by Matthew A. Cherry – serve as powerful tools to further embed these key themes.

I Want My Hat Back by Jon Klassen is a humorous book which explores loss and retaliation and is a powerful tool to discuss forgiveness and thoughtful resolution, with a sprinkling of humour. My World, Your World by Melanie Walsh is a powerful book to raise awareness of world cultures in young children. Hair Love by Matthew A. Cherry is an empowering story take out of second person: about celebrating and loving natural hair.

Through the key texts, pupils can:

- Reflect on how their interests can bring people together but also exclude others.
- Recognise that everyone is unique, but everyone can still belong.
- Realise that their words have power and can be used to make our world a better place.
- Feel inspired by feelings of hope and empowerment that their differences when shared, explored, and valued really can make them stronger.

Beyond the sessions

The EYFS courses are structured using a continuous provision approach, ensuring carefully planned activities are available for children to explore independently. This setup

encourages curiosity, deepens understanding, and promotes meaningful play. By offering consistent, accessible learning opportunities, children can revisit ideas, practise new skills, and make connections at their own pace. Continuous provision also creates opportunities for observation, support, and extension of each child's learning in a developmentally appropriate, child-led way.

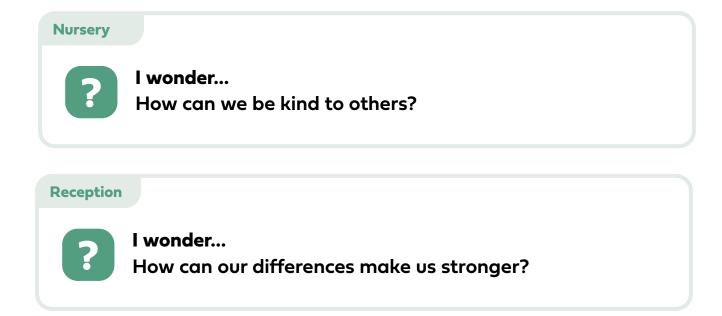
Suggested strategies for exploring vocabulary using widgit mats:

- Introduce each word by showing the symbol and picture on the Widgit mat.
- Encourage children to repeat the words and use them in simple sentences.
- Create matching games where children connect words to objects or pictures.
- Use the vocabulary during story time, linking words to characters and events.
- Incorporate the words in role-play activities to encourage practical use.
- Encourage children to express their feelings using the emotions vocabulary.
- Reinforce word meanings through songs, rhymes, and group discussions.

Wondering questions

Each course begins with a wondering question – an open-ended prompt designed to spark curiosity. Wonderings are a powerful teaching approach that support pupils to take ownership of their learning, leading to greater engagement and deeper thinking.

Early Years Foundation Stage question or EYFS question



UN Sustainable Development Goals

Difference for Primary Schools reflects some of the aims of the United Nations' Sustainable Development Goals by nurturing values and habits that encourage pupils to think critically, care deeply, and act responsibly. Through the habits of Be Curious, Be Present, and Reimagine, children explore themes of justice, equality, peace, and sustainability in age-appropriate ways. This helps to build a foundation for global citizenship, empowering pupils to reflect on their place in the world and their potential to make a positive difference in their communities and beyond.

The following goals can be explored through the materials for this key stage, with some guiding questions from The Flourish Project.

Early Years Foundation Stage



- Exploring what makes us different.
- What is a family? And who is in yours?
- Everyone is special.
- Creating a world where everyone can choose who they want to be.



- What makes us look or feel different?
- (Words that hurt us) What makes us crumple?
- Everybody is good at something what are you good at?

Scan QR to access United Nations' educational materials





Nursery

I wonder...
How can we be kind to others?

The nursery course provides an introduction to the *Difference* habits: Be Curious, Be Present, and Reimagine. These habits encourage young children to explore the world around them with interest, stay engaged in the moment, and begin to think creatively. The resources are designed to support children's natural development and foundational skills from an early stage.

The sessions \rightarrow

Session 1 Be Curious (Community)

Key learning

Children learn to recognise emotions in themselves and others and understand that showing kindness is a way to care for people's feelings.



Before the session

You will need:

- Slides for this session, with sound
- Emotion cards (provided in resources)
- A copy of I Want My Hat Back by Jon Klassen
- Hat template
- Paint, pencils, tissue paper, herbs (such as mint and parsley), fabrics

Be Curious (Community)

We are all different, but together we are stronger.



Film

Show the *Difference EYFS* film to introduce the session and create a welcoming, engaging environment for learning.

Explore vocabulary

These are the words included on the widgit mat for this session:

- Kind
- Help
- Listening

- Friends
- Hat
- Emotions

Story

In this session we are beginning to explore and think about 'How we can be kind to others?'

Begin by showing the children emotion cards.

Ask:

- What do you see?
- What is the same?
- What is different?
- How do you feel?

It is important to give children the space to reflect on how they feel and why they may feel this way. If any emotions are unearthed during this discussion, ask 'what can we do to show kindness to our friend who is feeling this way?'

Space



Film

Play *The Lost Voice* video by Cheeky Pandas.

The story can be broken up and stopped at 6:20, before the prayer begins.

Invite the children to recall the story.

Ask them:

- What was lost?
- How did Lulu feel?
- How did her friends help her?



Show the children the front cover of *I Want My Hat Back* by Jon Klassen.

Link the book to the video by suggesting that the video reminds them of another story, where a bear loses his hat. While the children are given space to look at the cover, ask:

- How do you think the bear feels?
- What can we do to help?
- What do you think the bears' hat looks like?

Continuous Provision Activity (CPA)



Encourage the children to design the bear's hat. Invite them to think about what it might look, feel, or smell like. Offer the pupils different resources (paint, pencils, tissue paper, herbs (such as mint and parsley), fabrics, natural resources etc) to allow them the freedom to express themselves creatively. We've included a template of different hats on the resources hub – or feel free to create your own.

At the end of the activity, you may like to do a gallery walk showing each creation to allow pupils to appreciate the differences and similarities in their work.



Revisit the emotions introduced in the video and the story about the bear. Instead of just talking about feelings, children show how they might feel through facial expressions, body language, or by using the emotion template provided.

Emphasise that everyone experiences feelings differently and may respond in their own unique way.

Sanctuary



Bible passage

"Be kind and loving to each other."

Ephesians 4:32 (NCV)

This verse reminds us to be kind and loving to our friends and family. Even small kind actions can make someone very happy and help us feel good inside.



You may want to read this reflection aloud to your pupils.

Kindness means being nice, sharing, and helping others. When we do kind things, like sharing toys or saying kind words, it makes our friends happy and makes us feel good too! We can show kindness every day by helping, listening, or giving hugs when someone is sad. Even small acts of kindness can make a big difference!

Notes

Dear God,

Thank you for my friends and family.

Help me be kind and share with others.

Show me how to help when someone is sad or needs a friend.

Help me use kind words and show love every day.

Amen.



End of session 1

Session 2 Be Present (Embrace)

Key learning

Children learn that kindness and forgiveness can help heal and make them feel better, and they understand how these values can be seen in their own creations and interactions.



Before the session

You will need:

- Slides for this session, with sound
- Plain paper/colourful paper
- Paints (for children's handprints)
- Stick, balloon, or hula hoop

Be Present (Embrace)

We can make everyone feel welcome.

Explore vocabulary

These are the words included on the widgit mat for this session:

Gallery

Together

Agree

Kindness

Disagree

Emotions

Story

In this session, children learn how kindness and forgiveness can help us heal and feel better about a situation.

Children are reminded of the story *I Want My Hat Back* by Jon Klassen and the hats they created in the last session. You might like to repeat the 'gallery walk' from the last session – where the children look at and talk about their hat designs.



Space

Notes

Be Present (Embrace)



Active voice: "Introduce children to the game."

Explain that you are going to say a statement and if they agree with it (think the statement is right), they should stand up. If they disagree (think the statement is wrong), then they sit down.

While playing the game, identify things that children agree and disagree about and ask why they feel the way they do. This will help children to recognise that they are unique and sometimes think differently to their friends.

Some children might choose the same option as their friends rather than making their own decision. To help get a more honest reflection of each child's individual thoughts or feelings, you could try playing the game with everyone's eyes closed or backs turned when making their choices.



Encourage the children to express themselves by using colours to create their handprints. These handprints can be cut out and arranged around a display featuring pictures of children showing acts of kindness and playing together.



Notes

To reinforce the idea of working together and increase trust, ask the children to make a circle (or a line with children standing opposite each other). Ask them to raise their arm parallel to the ground towards the middle of the circle and extend their index finger. The adult places an object (a stick, balloon, hula-hoop) in the middle of the circle and children must work together to bring the object to the ground without dropping it.

Sanctuary



Bible passage

"Love one another."

John 13:34 (NIV simplified)

Sometimes we don't agree or feel different things, and that's okay. This verse reminds us to still love each other. We can still be friends and make everyone feel welcome by being kind and caring.





G Song

Teach children this rhyme to help them remember what to do when we disagree:

"When we don't agree, that's ok, you see! We stop, we talk, we share, We show each other care."

Notes



Reflection

You may want to read this reflection aloud to your pupils.

Sometimes we don't agree with our friends. Maybe we both want the same toy or want to play different games. That can make us feel sad or even frustrated.

But when we stop, breathe, listen and use kind words, we can figure it out together.

That's how we solve problems and stay good friends. That's how we make everyone feel welcome.

Prayer

Notes

Dear God,

Sometimes I get upset when I don't agree with my friends.

Help me to use kind words. Help me to listen and share.

Help me to make others feel welcome, and love my friends like you love me.

Amen.



End of session 2

Session 3 Reimagine (Power)

Key learning

Children learn that our actions can affect others, and by being peacekeepers, we can help solve problems, show kindness, and make things right.



Before the session

You will need:

- Slides for this session, with sound
- I Want My Hat Back by Jon Klassen
- Outline of a dove (printable pdf provided)
- Paper, paints, pen
- Optional: Cushions
- Optional: Emotion cards



Session 5

Reimagine (Power)

Everyone can make a difference.

Explore vocabulary

These are the words included on the widgit mat for this session:

Peace

Act

Actions

Forgive

Feelings

Help

Story

In this session we are exploring how actions impact others and the idea of peacemaking.

Storybook

Read the story *I Want My Hat Back* until you reach "You stole my hat."

Suggested questions for discussion:

- How do you think bear felt when he couldn't find his hat?
- How do you think bear felt when he found his hat?
- How do you think rabbit felt?
- How could the bear's friends help?

Introduce the idea that the bear's friends could be 'peacemakers'. Explain that a peacemaker is someone who tries to help everyone get along. They are kind, they listen, they share, and they help to solve problems.

When we help, share and say "I'm sorry" we are being peacemakers too.

Highlight, that being a peacemaker doesn't mean not telling the truth – we must always speak up for what is right.

Read the rest of the story.

Space



Invite children to add their fingerprint to the group's 'peace dove'. This can be displayed as a visual reminder of the agreement to be peacemakers within your classroom. Teachers can also tie school/class values and expectations onto their peace dove.

If you have a quiet space in your classroom (such as a book corner) invite children to help create a 'Peace Corner'. Display the emotion cards from Session 1 alongside soft furnishings like cushions or blankets. Encourage children to share their ideas about what should be included, helping them feel a sense of ownership and comfort in the space.

Sanctuary



Bible passage

"Love is kind."

1 Corinthians 13:4 (NIV simplified)

When we love others, we are kind to them. That means sharing, helping, and using kind words. Even when someone upsets us, we can still choose to be kind and forgive. Kindness shows love and helps everyone feel safe and happy.



Children's literature

Remind the group about the book you've read together. Ask the children to reimagine the story's ending:

- Can we think of kinder ways for our story to end?
- Can we act them out?
- What could the bear have done instead of eating the rabbit?

Children are encouraged to take on the role of the animals and recreate the story ending.



Notes



You may want to read this reflection aloud to your pupils.

Sometimes people make mistakes and hurt our feelings. When that happens, we can forgive them and be kind.

Being a peacemaker means saying "I forgive you" and helping everyone to be friends again.

When we forgive and share love we make our world a happier place.



Prayer

Dear God,

Thank you for loving me.

Help me to forgive when someone is unkind. Help me to share, love, and always be kind

Make me a peacemaker just like you!

Amen.

End of session 3

Reception

I wonder...
How can our differences make
us stronger?

The sessions \rightarrow

Session 1 Introduction

Key learning

Children will learn that being inclusive and kind helps create a strong and caring community, where everyone feels welcome and valued, no matter their differences.



Notes

Before the session

You will need:

Slides for this session, with sound

Story

Be Curious (Community)

Show the Difference EYFS film to introduce the session and create a welcoming, engaging environment for learning.



Song

Play the song *This is the Day* (*The Difference* Song) as the children come into class and settle down for the session – take a few minutes to listen to the lyrics.

Ask:

• What does the word 'community' mean?

Pause to gauge the children's understanding.

Explain that a community is a group of people who help each other and take care of one another. A community is like a big team where everyone is important. Your family is a community; your class is a community.

Give an example such as "I play netball outside of school, my netball team is a community".

Invite the children to share what communities they belong to (prompting where needed).

Ask:

• Is everyone in our community the same or different?

Use your classroom and school community to point out differences; for example, teachers and children – if we were all children, who would teach? If we were all chefs, who would eat?

Encourage children to give examples of how they are different from one another.





Watch *The Custard Monster* video by Cheeky Pandas

Suggested questions for discussion:

- How do you think Milo felt when he got the blame and felt left out?
- What helped the Pandas realise they had made a mistake?
- How did they show goodness and include him again?
- Have you ever felt left out? What helped you feel included?
- How can we be a community where no one feels left out – even when mistakes happen?

Encourage pupils to use the words 'group' and 'community' as they explore how goodness helps build spaces of belonging, kindness, and welcome.

Space

Be Present (Embrace)



Tell the children you're going to play a fun game where they choose between two different options.

These "Would you rather?" statements will appear on the slides.

For example: Would you rather eat chocolate or carrots?

To make the game more interactive:

- One adult (such as the teacher) can hold up a picture representing one choice.
- Another adult (such as a teaching assistant) can hold up the picture for the other choice.
- After each question, children can move to the side of the classroom where their chosen option is being held up.

This activity encourages children to make decisions, notice differences, and practise being present to the choices and perspectives of others.

Sanctuary

Reimagine (Power)



Bible passage

"Therefore welcome one another as Christ has welcomed you, for the glory of God."

Romans 15:7 (ESV)

Explain that this is a simple verse to show us that just like how we love and care for our friends, Jesus wants us to do the same for everyone. By being kind, we make God's love visible to others!

Show the children the slide where a child is being left out of a game:





Ask:

• How could we include everyone?



You may want to read this reflection aloud to your pupils.

A community is like a big team where everyone matters. We all belong to a community like our class or family.

When some is new or feeling left out, we can be kind and say, "come and play". That's how we make others feel welcome. When we share, help each other and take turns, everyone feels like they belong. Let's smile, share, and be good friends – that's how we make our community a happy place!

Prayer

∿ Notes

Dear God,

Thank you for my friends and my community.

Help me to be kind and welcome others.

Let everyone feel loved and that they belong.

Amen.



End of session 1

Session 2 Crossing Divides

Key learning

Children will learn that while we are all different and unique, we can find common ground by being curious and open to learning about others' stories, challenging assumptions, and embracing our differences.



Before the session

You will need:

- Slides for this session, with sound
- Paper plates/plain paper
- Skin tone paint and colouring pencils
- A copy of My World, Your World by Melanie Walsh
- Tablet or camera
- Flower template for optional activity (provided in the resources)

Story

Be Curious (Community)



Song

Play the song *Just the Way You Are* by iSingPop.

Explain that in this session, we are beginning to explore the idea that we are all different and unique, yet we may share some similar interests.

Show the children a picture of a 'familiar scene' (a park scene) and encourage them to engage in partner talk to think about key questions:

- What can you see?
- Have you been to a park before?
- What is your favourite piece of equipment to explore?
- What would you go on first?
- What would happen if we all wanted to play on the swings/go on the slide?
- Would our time at the park be fun?

Draw on the differences that children have highlighted and ask, "Does it matter? Can we all still be friends?"

Notes

Space

Be Present (Embrace)

Storybook

Read the book *My World, Your World* by Melanie Walsh to your class.

This will allow them to explore differences across cultures in a simple yet powerful way.

Children re-enact the story (whole class or groups) recognising differences, then similarities.

Ask:

 Does it matter if (say a name) doesn't wear the same shoes? Or eat the same food?

Continuous Provision Activities

Option 1:

'All about me' film

Children engage in role-play or make a film (adult supervision required) that captures what they like/enjoy. Include things that are common/similar for them also. Invite them to explain why they like and enjoy what they do and reference that our differences make us stronger and more curious about others.

Option 2:

Paper plate self-portraits

Invite the children to create a self-portrait using a paper plate. Provide small mirrors so they can carefully observe their facial features; such as their eye colour, hair, and expressions. Encourage them to notice and celebrate what makes them unique as they draw, paint, or collage their self-portraits. This activity helps children develop self-awareness and a sense of identity.

difference.

It is important for children to have skin-toned paints and pencils when creating their portraits because it helps them see and represent the diversity of skin colours in their artwork. For children ages 4–5, using these colours encourages self-expression and allows them to create more personal and meaningful drawings. It also creates inclusivity and helps all children feel valued and represented, promoting a positive understanding of themselves and others from an early age.



Option 3: 'All about me' flower

Ask the children to complete the flower template based on their own preferences and interests. Children are free to draw/write their entries.

These flowers can be used to create a classroom 'All about me' display.

Sanctuary

Reimagine (Power)



Bible passage

"I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well."

Psalm 139:14 (NIV)

This verse reminds us that everyone is made in a special and wonderful way. We are all different, and that makes the world more interesting and beautiful. We can feel happy and proud of who we are and be kind to others who are different too.



You may want to read this reflection aloud to your pupils.

Did you know that being different is amazing? Some of us are good at drawing, some at running, and others love singing or building. When we share our special talents, we have even more fun together!

Let us always be kind and enjoy our differences. We can all be friends, no matter what, because our differences make our friendships extra special! Isn't that awesome?

Prayer

Notes

Dear God,

Thank you for making each of us special and unique. Even though we are all different, you made us so we can all be friends and learn from each other.

Help us remember that our differences make us stronger and better together.

Teach us to love and help one another, just like Jesus does.

Amen.



End of session 2

Session 3 Navigating Disagreement

Key learning

Children will learn that their words have the power to build others up or cause hurt, and that even when we disagree, we can still maintain good relationships by using kind words and listening to each other.

Before the session

You will need:

- Slides for this session, with sound
- Leaf and fruit templates (provided in resources)
- Optional: Toothpaste tubes

Story

Be Curious (Community)



Film

Play the film '30 seconds or less.'

Explaining the message - 'if someone can't change something about themselves in 30 seconds or less, we should not be mentioning it to them'.

Pause the video at 6 seconds.

Ask the children to discuss what these things may be and give ideas.

Continue watching the rest of the video. Ask the children to think of some kind words and phrases that can be used within the class. The creation of these could also encourage children to create classroom promises.





Space

Notes

Be Present (Embrace)

Continuous Provision Activities

Option 1:

Kindness tree

Invite children to help create a class Kindness Tree.

This can be made using a large paper tree trunk and branches displayed on a wall or board. Provide children with leaf or fruit-shaped templates where they can draw or write kind words, pictures, or actions they've shared or experienced during the session.

Encourage children to contribute throughout the week, not just during one lesson. This helps reinforce that kindness is ongoing.

Add class promises to the tree as a visual reminder of how you've agreed to treat one another. Ensure children's feedback and kind contributions from the session are also displayed – this keeps their voices visible and helps to keep kindness at the forefront of the classroom environment.

Option 2:

30-second challenge

To reinforce the concept of time, children are given a series of challenges to complete within 30 seconds.

Examples:

- Take off your shoes and put them back on
- Run the length of the playground
- Build a 12-block tower
- Write your name

Option 3:

Toothpaste tube

Children to work in small groups to squeeze out a whole tube of toothpaste and then try to get it all back into the tube.

Reinforce the idea that words are powerful and highlight how important it is to use our words to spread love and kindness, as once they come out it's very difficult to take them back.

Sanctuary

Reimagine (Power)



Bible passage

"Kind words are like honey – sweet to the soul and healthy for the body."

Proverbs 16:24 (NLT)

This verse is simple, positive, and helps children understand how their words can be kind and encouraging, making a good impact on others.

Notes



You may want to read this reflection aloud to your pupils.

Being kind is like sharing a big, warm hug with the people around us. When we are kind, we use nice words and do good things for others. It makes everyone feel happy!

Imagine sharing your toys or helping a friend who is sad. Those are the ways to be kind. When we are kind, we make the world a better place.

So, let us always try to be kind and spread happiness everywhere we go!



Prayer

Dear God,

Thank you for loving us. Help us to be kind to everyone we meet.

Teach us to use kind words and actions every day.

Thank you for the love and friendship we share, and for making us part of a wonderful community.

Amen.

∿ Notes



End of session 3

Session 4 Pursuing Justice



Children will learn that the things we value deserve to be treated with care and respect, and that justice is important in creating peace. They will also understand that, although the world is not perfect, we can work together to make it a better place for everyone.



Before the session

You will need:

- Slides for this session, with sound
- Pupils to bring special object from home
- Copy of Hair Love by Matthew A. Cherry
- Head template (provided in resources)
- Colourful yarn
- Scissors
- Textured animal prints
- Small world animals
- Large card/paper
- Glue
- Collection of junk modelling resources to create collage
- Colouring pencils, including skin- toned colouring pencils

difference.



Story

Be Curious (Community)

In this session the children are encouraged to identify things that are special to them and the ways we treat things that are special (and ways we do not treat them).

You may wish to begin the session by reminding the children of the class promises from previous lesson.



Invite children to bring a special object from home to share with the class. This might be something that holds meaning for them; such as a toy, a family photo, a cultural item, or something they've made. Encourage families to support children in choosing something appropriate and meaningful.

During the session, create a calm and respectful space where each child can talk about their special object if they feel comfortable. You might use prompts like, "Why is this special to you?" or "Who gave it to you?" to help guide their sharing.

Space

Be Present (Embrace)

Show your pupils the slides with images of different hair types, inviting them to explore the key questions:

- What do you see?
- What do you notice?
- Is anything surprising?
- What do you think?





In the event of negative comments being made about the images shown:

- **Immediate response:** Address negative comments promptly to show they are unacceptable.
- Stay calm: Respond with a calm, neutral tone to avoid making the child feel shame.
- Ask questions: Understand why the child made the comment. For example, "Why did you say that?" or "Where did you hear that?"
- Correct misconceptions: Provide positive and accurate information about Black people. For instance, "Everyone's skin colour is beautiful."
- Promote empathy: Encourage children to consider others' feelings. Use stories or examples to illustrate kindness and respect.
- Use inclusive resources: Include books, toys, and activities that represent diverse cultures.



Read the book Hair Love to your class.

Highlight the fact that the main character needed her hair to be 'beautiful' to complete her outfit/make her ready for her big day.



∿ Notes

Suggested question for discussion:

How do we show our love and appreciation for what is different?

For example,

- saying kind words,
- not touching people's hair,
- safe touch, asking,
- respecting personal space.



Continuous Provision Activities

Option 1:

Hairdressers

Give each child a template of a head and a selection of colourful yarn. To further embed the themes threaded through Hair Love, children are encouraged to explore and use yarn to create their favourite hairstyles.

Celebrate the children's creativity during this activity.

Option 2:

Small world texture explorers

Children explore familiar animals (toys or pictures) and discuss differences in the texture of their fur/skin/hair.

Key questions:

- How is this animal's skin/fur different from this one?
- Why is their fur important how does it help this animal in their natural habitat?

Option 3:

Hair collage

As a class or small group, children are encouraged to use a variety of resources from both inside and outside the classroom to create a hair collage. This activity further explores differences in hair colour textures and allows for children to come together to create something beautifully unique.

Sanctuary

Reimagine (Power)

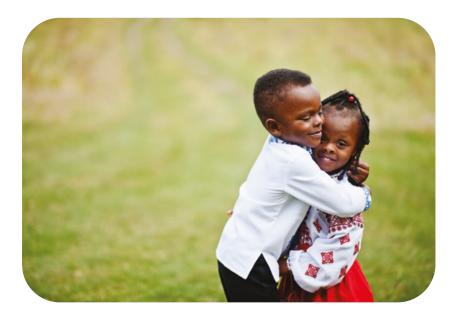


Bible passage

"For we are God's masterpiece."

Ephesians 2:10 (NLT)

This verse teaches children that they are special to God, just like the things that are important to them. It encourages them to treat themselves, others, and their special things with love and care because they are all made by God.



Notes



You may want to read this reflection aloud to your pupils.

Isn't it great how everyone is different? Some of us have curly hair, some straight, and we all like different things. It is like a garden with many colourful flowers, making our world more beautiful.

Think about your favourite storybook. The different characters make it exciting! Our differences make life fun, just like that.

Remember, being different is special. We each have unique gifts, and that is something to celebrate!



Prayer

Dear God,

Thank you for making each of us special and unique. We love that we are all different, just like the many colours in a beautiful garden.

Help us to appreciate and love our friends for who they are. Teach us to be kind and celebrate our differences, knowing that you made us all perfect in your eyes.

Amen.



End of session 4

Session 5 Practising Forgiveness

Key learning

Children will learn that forgiveness is a powerful and important step in healing hurt feelings and building stronger relationships. They will understand that even when something is taken without permission, we can choose to forgive and work towards a better relationship in the future.



Before the session

You will need:

- Slides for this session, with sound
- A copy of I Want My Hat Back by Jon Klassen
- Pre-cut heart shapes on colourful paper (provided in resources)
- Writing pencils and rubbers
- Balloons

Story

Be Curious (Community)

In this session, children are encouraged to remember their special items and imagine their feelings if this were taken by a friend/peer without permission.



Children's literature

Read the book I Want My Hat Back.

While reflecting on classroom promises (from previous lesson), children are encouraged to respond to the following:

- Did bear or rabbit followed your class promises (or school values) made last session?
- Why or why not?
- What could they have done instead?



Bible passage

"Forgive one another."

Ephesians 4:32 (NIV)

This verse reminds us that if someone makes us feel sad or does something wrong, we can choose to forgive them. That means we let go of being upset and give them another chance. Just like we want others to forgive us when we make mistakes, we can be kind and do the same for them. Forgiving can help us feel better and keeps our hearts happy.







Watch the episode of Cheeky Pandas – *The Missing Pizza*

Suggested questions for discussion:

- How did the Pandas feel when they thought their pizza had been taken?
- What happened when they discovered the truth?
- How did they show forgiveness in the end?
- How do you think people feel when they're forgiven after a mistake?
- What can we do when someone says sorry to us?

This episode helps children reflect on forgiveness, mistakes, and how to build a kind and understanding community.

Space

Be Present (Embrace)



Give each child a pre-cut paper heart, a writing pencil, and a rubber. Invite the children to take a moment to notice that their heart has no marks, scribbles, or smudges. Explain that this heart has lots of space for sharing and receiving love and kindness.

Then, gently encourage the children to think of a time when a friend may have upset or hurt them, or made them feel scared or sad. Invite them to carefully make a

difference.



few small marks on their heart with the pencil. Explain that these marks area symbol of their hurt/pain/upset.

Ask:

- Does the heart still has lots of space to give and receive love and kindness?
- Why or why not?

Ask the class for ideas on what their friends could do to make it right. With each answer, encourage the children to rub out the marks/hurts they drew on their heart.

Once all of the marks are removed, highlight that there are no more marks on the heart because we have said sorry and have forgiven our friends. Our hearts are ready and have lots of space to give and receive love and kindness.

These hearts can be added to the kindness tree from Session 3 or displayed in a calm/prayer area to remind children about forgiveness, saying sorry, love, and kindness.

Continuous Provision Activities

Option 1:

Balloon forgiveness

Give each child a balloon. As they blow it up, ask them to think about someone/something that hurt them. When they are ready, they let go of the balloon. As the air spills out, ask them to imagine letting go of their hurt and forgiving their friend.

Option 2:

New endings

Role play a new ending for *I Want My Hat Back* – link to classroom promises, forgiveness, saying sorry, and renewed friendships.



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Important note: Remind the children know that if forgiving someone feels hard, they don't have to do it alone. Mention the trusted adults who are there to listen and help them understand their feelings.

Notes

Sanctuary

Reimagine (Power)



You may want to read this reflection aloud to your pupils.

When you say sorry and forgive, it is like giving and receiving a big, warm hug. It makes everyone feel better, and it helps keep the fun going.

Remember, everyone makes mistakes sometimes, and that is okay!

What is important is being kind, saying sorry when we need to, and forgiving others so we can all keep being happy together.



Prayer

Dear God,

Thank you for loving us so much. Help us to be kind and to forgive others when they hurt our feelings. Teach us to say sorry when we do something wrong.

Please help our hearts to be filled with love, so that we can be good friends.

Thank you for forgiving us, and for always being there when we need you.

Amen.



End of session 5

Session 6 Belonging Together

Key learning

Children will learn that, despite our differences, we are all connected and that each of us has unique value. By recognizing our interconnectedness, we can grow and flourish together.



Before the session

You will need:

- Slides for this session, with sound
- Big ball of yarn
- Pipe cleaners or yarn
- Colourful pasta or straws
- Paper or card (variety of colours)
- My World, Your World by Melanie Walsh

Story

Be Curious (Community)

In this session children are ready to culminate previous activities by exploring how, despite our differences, we are all connected.

Storybook

Re-read the story My World, Your World.

Ask:

- What did you notice about the children in the story?
 How were they the same or different from you?
- What is something you like about a friend that makes them special?
- Can you think of something a friend does that makes you smile?
- What do you enjoy doing together, even if you do it in different ways?
- What is something kind or helpful you've seen a friend do, like the children in the book?
- How can we show respect and care for friends who do things differently from us?

Space

Be Present (Embrace)



Ask the children to sit or stand in a circle. Hold up a ball of wool and explain that you're going to play a game that shows how we are all connected through kindness and friendship.

Start by inviting a child to hold the end of the wool. They then think of someone in the circle they enjoy playing with or appreciate. The child says something kind, for example, "I like playing with Jamie because he shares the blocks with me," and throws the ball of wool to Jamie, while still holding onto their part of the string.

Jamie then holds onto a new part of the wool, says who they like playing with and why, and throws the ball to that person. This continues around the circle, gradually creating a web of connections.

By the end, the wool will have formed a visual reminder that everyone is part of the class community and connected through kindness.

Be intentional with the first few choices. If a child is still building friendships or might otherwise be left out, gently guide the group to include them early on by modelling a turn yourself or inviting a confident child to begin with someone who needs encouragement.

Continuous Provision Activities

Option 1:

Friendship sandwich

In this activity, children create a 'friendship sandwich' using paper or card (variety of colours), cut into various shapes that represent the layers and ingredients of a sandwich, such as lettuce, sauce, and fillings. Each layer symbolises a special quality or action that makes a good friend, like kindness, sharing, or listening. For example, green paper might represent 'kindness' like fresh lettuce, while red paper could stand for 'helpfulness' like tasty sauce. As children assemble their sandwich layers, they think about and discuss the important qualities that help friendships grow. This hands-on, visual approach helps young learners understand that just like a sandwich is made up of different ingredients, strong friendships are built from many positive qualities working together.



Option 2:

Friendship recipes

Children can create a friendship recipe by thinking about the special qualities that make a good friend, such as kindness, sharing, and listening. This can be done on paper plates, card, or any other creative material you have available. The activity encourages children to express what they value in friendships in a fun and imaginative way.

Option 3:

Friendship bracelets

Children are equipped with resources to make friendship bracelets to give to a friend or classmate.

This activity works best as a whole-class exercise to ensure that all children have the opportunity to both give and receive a bracelet smoothly and fairly. Alternatively, bracelets can be made by those interested and collected by the teacher, who can then distribute them with adult help once there are enough for everyone.

Sanctuary

Reimagine (Power)



Bible passage

"So in Christ we, though many, form one body, and each member belongs to all the others."

Romans 12:5 (NIV)

This verse teaches children that even though we are all different, we are connected and part of one big family in Christ. It emphasises unity and belonging, helping them understand that everyone matters and has a special role to play, no matter our differences.



You may want to read this reflection aloud to your pupils.

Let us take a moment to think about how we are all different and why that is so great.

Imagine we are building a big tower with blocks. Some of us have tall blocks, some have short blocks, and some have colourful blocks. When we put all our blocks together, we can build a cool tower that is strong and beautiful.

Just like the blocks, our differences help us build something amazing. So, let us always remember to be kind and help our friends, because together, we are stronger and happier.



Notes

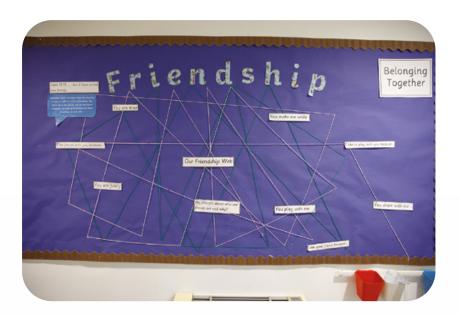
Dear God,

Thank you for all our friends and all the ways we are different, special, and unique. Thank you for considering all of us as equally valuable and important to you and for giving us a place to belong.

Help us to remember that when we all come together, we can help each other and be even stronger.

Please help us to love and help one another every day.

Amen.



End of sessions

Feedback



We'd love to celebrate the amazing work your school is doing through the *Difference* for Primary Schools programme. Whether it's pupil quotes, classroom displays, photos (with permission), creative responses, or stories of impact – please do share them with us! It's a joy to see how schools are engaging with the resources, and we'd be delighted to highlight your school's journey as part of a growing community of young peacemakers.

Please share your feedback

We'd also love to hear your feedback and suggestions for how to improve future versions of *Difference*. Share your stories and ideas with us at **hello@rln.global**.





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