

Host Guide

Lower Key Stage 2 7-9 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:

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.

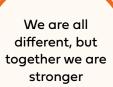
Demonstrating a genuine interest in who another person is and how they experience the world can open a door to navigating more challenging territory together.

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.

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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.



Lower Key
Stage 2
overview
and sessions

Lower Key Stage 2 (LKS2)

The resources for Lower Key Stage 2 (LKS2) are designed to help pupils explore important ideas and themes. Through these activities, pupils will be encouraged to think about their own views, interact with others in a thoughtful way, and think about how they can help make the world a better place.

Be Curious (Community)

We are stronger when we celebrate and value our differences.

Real community grows when we are curious about each other – when we take time, show care, and listen with patience. We become a stronger community when we celebrate and value our differences, and by learning about different people's ideas and experiences, we build deeper connections where everyone feels included and understood.

Be Present (Embrace)

Being welcoming enables us to expand our own horizons.

When we welcome others and are hospitable, we open ourselves up to new ideas and experiences. Being kind and open helps us understand people who might be different from us. The act of welcome and hospitality helps us learn more about others as well as ourselves. It helps us embrace everyone's unique qualities and opens up the possibility of expanding our horizons through embracing new and surprising friendships.

Reimagine (Power)

Lived experiences shape and deepen how we understand our worldview.

Our lived experiences shape how we understand the world around us. When we truly listen to others, we can reimagine a world where everyone's dignity and humanity is recognised. This helps us deepen our understanding, stay hopeful, and believe that by learning from each other we can create positive change in the world.

These materials explore key themes that help pupils develop awareness and empathy, including:

1 Assumptions

Understanding how assumptions shape our perceptions of the world and the people around us. Pupils will examine how assumptions can lead to misunderstandings and biases.

2 Gender

Highlighting the importance of female voices and protagonists, pupils will delve into the issues of beauty and identity and particularly how they affect women and girls.

3 Racial identity

Addressing the experiences of some groups, this theme encourages empathy and understanding of the challenges faced by those who are often excluded, oppressed and/or treated differently within society.

4 Childhood

Pivotal to every child, this theme explores the rights of children to learn and grow without fear of persecution.

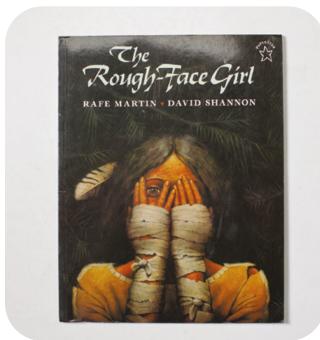
Through these themes, pupils will gain the tools to think critically, challenge assumptions, and engage in meaningful discussions that help shape a more inclusive and thoughtful world.

Theological underpinning

- All humans are fearfully and wonderfully made and have intrinsic worth.
 (Psalm 139)
- We value the contribution of a whole range of people, not just those who look, think or speak like us. (1 Corinthians 12:14-18)
- We learn from the example in the parable of the Good Samaritan (Luke 10:27) that excluding others because they are different to us is wrong; it hurts them, and it hurts us.

Key text





Central to these resources is the importance of creating a sense of belonging among pupils, their communities, and beyond. The key texts, *Wild* by Emily Hughes and The Rough-Face Girl by Rafe Martin and David Shannon, serve as a powerful tools to illustrate these themes.

Wild is a charming picture book which examines the themes of humanity, freedom, and childhood. A little girl grows up in the wild woods, taught to talk by the birds, eat by the bears, and to play by the foxes. Then some very strange animals arrive and take her away from her forest home. This narrative explores themes of being human and the pursuit of childhood, making it a relatable text for all.

The Rough-Face Girl is a unique take on the traditional tale of Cinderella from a First Nations perspective. It tells the story of a "rough-face" girl who lives in a village with her tribe. The girls in the village are all eager to marry the Invisible Being, the most soughtafter man in the village. The narrative explores themes of identity, hope, and beauty, making it a critical starting point for discussions about inequality and the influences behind our perceptions of beauty.

Through the key texts, pupils can:

- Reflect on how assumptions about others can lead to conflict and exclusion.
- Experience the perspectives and identities of women and girls globally.
- Develop empathy by considering the experiences of marginalised groups and the importance of inclusion.
- Feel inspired by themes of hope and renewal, which are crucial in a world often marked by conflict.

Wondering questions

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

Lower Key Stage 2



I wonder...

How can we define beauty?

Beyond the sessions



Working Wall

An interactive classroom display that reflects current learning. It evolves over time to show the learning journey, helping pupils to recall key concepts, vocabulary, and ideas. In RE or thematic learning, a Working Wall might include key questions, scripture, artwork, pupil responses, and prompts for reflection. It serves as both a learning aid and a celebration of pupil thinking and progress.

Lower Key Stage 2



Prompt question: What aspects of your identity are most important to your sense of who you are?



Harmony Havens

A dedicated space designed to promote prayer, mindfulness, meditation, and reflection for students to cultivate a sense of presence. Utilise these havens as spaces for pupils to recharge and reflect.

Lower Key Stage 2



Questions to reflect on: What do you care about? In other words, what matters to you?



Peace Diaries

Introduce "Peace Diaries" where pupils document their experiences, thoughts, and unique approaches to conflict resolution. Create a platform for pupils to share their insights, creating a sense of empowerment and collective learning.

Lower Key Stage 2



Consider: How does your identity influence your perspective on the things you care about?

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, inclusion, 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.

For every key stage, we have identified how *Difference* links to these global goals, helping educators connect classroom learning with wider global themes and real-world impact.

Lower Key Stage 2



At this level, learners get acquainted with the links between education and inequality, with the double dimension of education as both a factor that conditions inequalities later in life (e.g. through access to formal jobs) and a powerful instrument for advancing equity and impacting on income. They learn to express views on why a particular inequality is negative and develop solutions for reversing this kind of situation, while respecting diversity and the choices of others.

Scan QR to access United Nations' educational materials





The sessions \rightarrow

Session 1 Introduction

Key learning

Pupils explore the habits of *difference* and are immersed in wondering about the definition of beauty.



Before the session

You will need:

- Slides for this session, with sound
- A copy of Sulwe by Lupita Nyong'o

Story

Be Curious (Community)

Discussing the habits

It is essential to help pupils develop three habits that will enhance their engagement and understanding. These habits – **Be Curious**, **Be Present**, and **Reimagine** – will help pupils approach the resources with an open mind, active engagement, and creative thinking.

Notes



Show your class the LKS2 *Difference* habits video.

We recommend playing the LKS2 *Difference* habits video as a gentle and engaging way to introduce the key ideas of the course. We'd encourage you to replay this video at any point during the course – it can be a helpful reminder of the habits or a prompt for reflection as pupils grow in their understanding.

Discussion

Introduce children to Angélica Dass' *Humanae* project. Show a selection of stills on the screen, followed by a series of questions that elicit existing assumptions.



Ask the children the quadrant questions:

- What do you see?
- What do you think?
- What do you know?
- What do you want to know?

Suggested questions for discussion:

- What is similar? What is different?
- Who might be the best at...?
- Who is most beautiful? Is anyone on here not beautiful?
- What if I told you that this person was the best at...?
- How did you decide who was the most beautiful?
- What if I told you that every single person on this grid is beautiful?!

Space

Be Present (Embrace)

Ask:

• What could be the story of this person?

Select individual stills from the slides, and ask your pupils questions about the person on the screen:

- Age
- Place of birth
- Occupation
- Hobbies/interests
- Personality/temperament
- Is this person beautiful?

Explore the children's reasons for their choices:

- Why do you think 'Person A' does x for work?
- Why do you think 'Person B' likes to listen to x music?
- Why do you think 'Person C' is beautiful?

Notes

Sanctuary

Reimagine (Power)



Film

Read or watch Sulwe.

This story focuses on a character who struggles with her inner beauty as well as physical beauty.





Bible passage

"For we are God's masterpiece..."

Ephesians 2:10 (NLT)

A masterpiece is something very special, like a beautiful painting or a wonderful song. This verse tells us that we are God's masterpiece – every single one of us. That means God made us on purpose, with love, and thinks

Notes

we are amazing, no matter what we look like or where we come from.

Notes

Ask:

- Sulwe felt sad because she didn't look like the people around her. Have you ever felt left out or different?
- How would it feel to remember that you are God's masterpiece?
- What can we do to help others feel like they are special too?



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

Imagine a garden with many different flowers. Some are red, some are blue, some are big, and some are small. Each flower is unique, and together they make the garden beautiful. People are like these flowers. We come from different places, have different skin colours, speak different languages, and have different traditions. And just like the flowers, our differences make the world a more beautiful and interesting place.

When we meet someone who looks different from us or comes from a different country, it's like discovering a new and special flower. We can learn so much from each other! Maybe your new friend knows a cool game you've never played before or can teach you words in another language. Every person has something unique and wonderful to share.

Prayer

Notes

Dear God,

Thank you for bringing us together today.

Help us to see the beauty in everything around us. Open our eyes to the wonders of nature, the colours of the flowers, the songs of the birds and our own inner beauty.

Teach us to recognise the beauty in others. Help us to see how special and unique each one of us is. Guide our hearts to appreciate kindness, friendship, and love, which are the most beautiful things of all.

Thank you for making our world so full of beauty.

Amen.



Session 2 Crossing Divides

Key learning

Pupils explore their own assumptions and prejudices that may lead to division.



Before the session

You will need:

- Slides for this session, with sound
- A copy of The Rough-Face Girl by Rafe Martin and David Shannon

Story

Be Curious (Community)

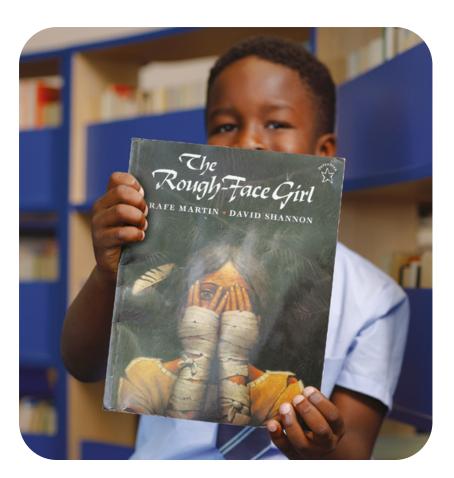


Children's literature

Begin by looking at the front cover of *The Rough-Face Girl*.

difference.





Engage in discussion/book talk with your pupils. Collect whole class responses in a quadrant, scribing the most poignant responses.

Ask:

- What do you see?
- What do you think?
- What do you know?
- What do you want to know?

Explore vocabulary

Introduce the words below to your pupils before you begin. Talking about them together will support their understanding and help draw out important themes as the sessions progress.

- uniform
- conform (prefixes "co/com/con" mean 'together/with')
- reform (prefix "re-" means 'again')

Ask your pupils to look at the morphology of these words. For instance, 'uni' means 'one' and 'form' means 'shape' or 'likeness'. Hence, the word uniform means 'one shape' or 'one likeness'.

- Whilst there are obvious benefits to uniformity, what do you think are drawbacks?
- What then do the other two words mean? How do you think these words will play out in the following texts?

Discussion

Have children work in small groups of two or three, with a particular emphasis on 'talk partners' and structured conversations. Encourage children to discuss and respond to some of the following questions:

- What do we know about the girl on the front cover?Why do you think this?
- Is she covering or hiding her face? Why is she doing this?
- Why does she have one eye exposed?
- What does she have wrapped around her hands and arms? Why?
- Do you think she sees herself as beautiful?

Space

Be Present (Embrace)



Children's literature

Read the story all the way through. Highlight that the opening pages of *The Rough-Face*Girl show a 'community' of wigwams – this tells us a little about the cultural influence that defines the image and perception that our main character may have of herself.

For many people, ideas of beauty are shaped by what their culture or society says is beautiful.

- Is that the best way to decide what beauty is?
- If not, how should we decide? Who gets to decide what is beautiful?

Consider creating a shared mind map with your pupils to explore the different influences that shape how people define and think about beauty.

Ask:

 What did others in the story say about the Rough-Face Girl?

Discussion

After reading through the text, ask your class to list all of the positive affirmations and negative words spoken about the Rough-Face Girl.



Suggested questions:

- Does it matter what others say about our beauty?
- Was she beautiful before she was healed?
- What defined her beauty? What was referred to specifically as being beautiful? (hair and heart)
- Who defined her beauty?
- How did the sister of The Invisible Being define beauty? (internally – the heart)
- How did the sisters of the Rough-Face Girl define beauty? (externally – outward appearance; clothes, face, hair etc)

Explain that many important voices have encouraged us to look beyond what people look like on the outside and instead see who they are on the inside.

Examples:

"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

Martin Luther King Jr's 'I Have a Dream' speech

When God was selecting a new king, he didn't choose based on the outward appearance. 'But the Lord told Samuel, "Don't look at his appearance or how tall he is, because I have rejected him. God does not see as humans see. Humans look at outward appearances, but the Lord looks into the heart."

1 Samuel 16:7 (NIV simplified)

Sanctuary

Reimagine (Power)

Ask:

• What other influences are there?

Ask your class to list answers to this question, being sure to highlight social media as a big influence today.



Film

Show your class one of the two film options below

Option 1: **Dove Beauty**

For many young people today, social media defines beauty and also gives us the power to 'create' what we believe is beautiful.

Watch the Dove Beauty commercial and discuss the following questions:

- If you could speak to her, what would you say?
- Why did she think she needed to do that?
- Why might she have wanted to do that?
- How do you think she looked at the end?

Option 2: **Barbie**

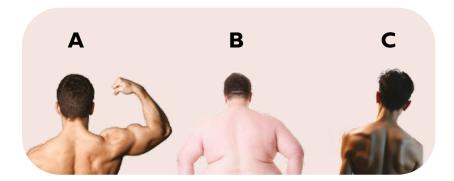
This video shows young girls envisioning themselves in various professional roles, highlighting the importance of dreaming big and believing in their potential. This advert can help children understand that beauty comes from confidence and self-belief.

Watch the Barbie commercial and discuss the following questions:

- If you could speak to those young girls, what would you say?
- How do you think it felt for them to take on those roles?
- Why might they have wanted to do that?
- Do you consider their confidence and courage to be a form of beauty?

Discussion

Following your choice of option 1 or 2, pose the key question: What does it mean to be 'manly?'



Show children the series of images on the slides.

Again, ensure the focus of children is not solely on the external attributes.

Take a class vote on which image is the 'manliest'.

Suggested questions for discussion:

- Which image do you think is most 'manly'?
- Does the size of your muscles define who you are?
- What is similar/different about the people on the screen?
- Do our similarities and differences change how beautiful each of us is?



Bible passage

"Do not conform to the pattern of this world, but be transformed by the renewing of your mind."

Romans 12:2 (NIV)

Sometimes, the world tells us to judge people by what they look like, what they wear, or how popular they are. But God wants us to think differently. He wants us to look deeper, to notice people's kindness, their feelings, and the good things inside them.

For example, imagine a present that seems plain on the outside but when you look inside, you see that it's full of amazing surprises. People are like that too! If we only look at the outside, we might miss the special things God has put inside each person.

When we let God help us change the way we think, we start seeing people the way he sees them – full of value, full of love, and full of potential.

Notes



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

Consider this quote:

"Comparison is the thief of joy."

Theodore Roosevelt

It can be easy to fall into the trap of measuring ourselves by the standards set by others. Our friends, family, culture and even religion may dictate to us what is beautiful. The constant pull of society today is to get us to compare ourselves to others and this can strip us of our joy and gratitude. Take a moment to reflect on all that makes you who you are.



Prayer

Dear God,

Sometimes we wish to be just like everyone else. We see others and think that being the same would make life easier.

Help us to understand that you made each of us unique and special for a reason. Remind us that our differences are what make us beautiful and important.

Give us the courage to embrace who we are, to celebrate our talents, and to appreciate our own special gifts.

Help us to see that it's okay to be different, and that being ourselves is the best way to be

Thank you for loving each of us exactly as we are.

Amen.



Song

Finish the session by playing the song *This is Our World* by iSingPop.





End of session 2

Session 3 Navigating Disagreement



Key learning

Pupils explore some of the origins of conflict and disagreement and begin to identify reasons why conflict occurs.

Before the session

You will need:

- Slides for this session
- A copy of Wild by Emily Hughes

Story

Be Curious (Community)

Explore vocabulary:

- Wild
- Strange

Show your class the picture of the plant on the slides.



Ask them:

- What do you see?
- What do you think?
- What do you know?
- What do you want to know?
- How would you describe this?

Explore vocabulary

Ask your pupils to list the synonyms and antonyms of the word 'strange'.

Display images (on slides) which some may consider unfamiliar – for example:

- Wonky fruit
- Axolotl (amphibian)

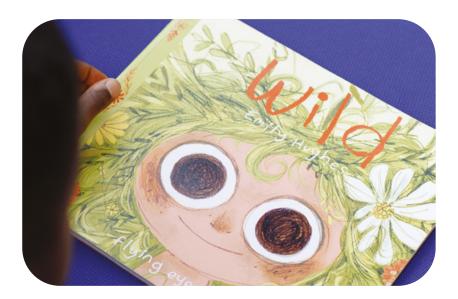
Together, create a bespoke definition of the word strange.

Notes Notes



Read *Wild* by Emily Hughes all the way through without showing the images.

Read the book for a second time ensuring that children can see the images.



Focus on the double page spread that begins: 'They found her strange...'

Suggested questions for discussion:

- Why did they see each other as strange?
- What does it mean to be strange?

Space

Be Present (Embrace)



Host a mini debate with the motion: Being strange is a bad thing.

- Team A: Agree/for
- Team B: Disagree/against

Encourage the class to work together to generate reasons why being different might be considered a negative thing and why it could be seen as a positive. (Teachers may intentionally allocate pupils to specific teams for more dynamic debate.)

This activity provides a good opportunity to develop pupils' oracy and public speaking skills. It can also be extended into a full debate with a wider audience, allowing for deeper exploration of the motion and the use of formal debate etiquette.



Sanctuary

Reimagine (Power)



Bible passage

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ."

1 Corinthians 12:12 (ESV)

Explain to the children that there is beauty in diversity. If all things were the same refer to previous lesson's vocabulary (uniform), then nothing would be special or wonderful.



Show children the slides with images of coral reefs and how beautiful they are. Explain the biodiversity that exists in reef structures around the world. Ask whether there is anything strange about them. Is the 'strangeness' a bad thing?

Do the same thing with photos of people from around the world who were born with unique features.

- Tilila Oulhaj (skin pigmentation)
- People of the Solomon Islands (blonde hair)
- Thando Hopa (South African albino lawyer)



Notes

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

Consider this quote:

"There is no beauty without some strangeness."

Edgar Allan Poe

Every living thing possesses traits that make it both beautiful and strange. In fact, our very beauty is rooted in strangeness.

Suggested questions for reflection:

- What if we reimagined and replaced 'strangeness' with 'difference'? How would the quote by Edgar Allan Poe be read?
- Suppose you had a new member of the class arrive one day and they looked and spoke differently to the rest of the class. How would you view them? How would you treat them?



Prayer

Dear God,

Help us to understand that we are fearfully and wonderfully made. We are your handiwork and you have created us in your image and likeness. Help us to appreciate the things that we struggle to see as beautiful, and to see the beauty in others.

Amen.

End of session 3



Session 4 Pursuing Justice

Key learning

Pupils explore the concept of justice and the role they play in creating a climate of justice and hospitality.



Before the session

You will need:

- Slides for this session
- A copy of The Rough-Face Girl by Rafe Martin
- A room/space in the school environment for children to walk freely

Story

Be Curious (Community)

Introduce children to the notion and idea of justice and injustice.

Show children a picture of Lady Justice.



Ask the children the quadrant questions:

- What do you see?
- What do you think?
- What do you know?
- What do you want to know?

Explain that this is Lady Justice, often associated with high courts and institutions of justice. She is typically depicted wearing a **blindfold**, holding a set of **scales** and a **sword**.

Ask:

- Why does she have these items?
- What might they represent?
 - Blindfold fairness
 - Scales balance, equality, justice, and harmony
 - Sword power, protection, authority, strength, and courage

Suggested questions for discussion:

- What would happen if we removed the blindfold from Lady Justice?
- Would this impact the way justice is delivered?



Discussion

Share this case study of the 2022 World Cup with your class:

During the World Cup of 2022, the England football team played really well to proceed in the tournament. Some of their players were very young and talented. Three of these players were named Marcus Rashford, Jadon Sancho, and Bukayo Saka. They practiced a lot and gave their best effort in the games.







In one of the important games, the match ended in a draw, so they had to decide the winner through penalty kicks. A penalty kick is a very intense moment where one player tries to score a goal with only the goalkeeper trying to stop them.

Marcus, Jadon, and Bukayo took their turns to try and score, but unfortunately, they missed their shots. This made some fans very upset.

The unfair reaction

Instead of just being disappointed about the game, some people did something very wrong. They sent mean and hurtful messages to Marcus, Jadon, and Bukayo. These messages were not just about missing the goals; they were about their skin colour. This is called racism – treating people unfairly just because of the colour of their skin.

How did they feel?

Imagine if you tried your very best at something, like a big school play or a sports game, but things didn't go as planned. You'd feel sad, right? Now imagine if people were mean to you not just because of that, but because of something you can't change about yourself, like your skin colour. It would feel even worse.

Marcus, Jadon, and Bukayo felt hurt and sad because of the racist messages. It's important to remember that no one deserves to be treated badly because of their appearance or background.

Despite the treatment they received, they also had much support from fans worldwide who did not hold these racist views. For Bukayo Saka in particular, his faith also played an important part in him being able to navigate through this difficult time.

Ask

• What would you say to the three players at this time?

You may wish to include your own example to help pupils connect more deeply with the topic, ensuring the discussion remains engaging and relevant to their experiences, while also maintaining psychological safety.

Space

Be Present (Embrace)

Activity Fill in the blanks

Arrange the children to sit in small group circles. Ask them to complete the following statements verbally.

Model a couple of the positive statements to your class.

This can also be done outside.

•	"I	can	help	others	feel	safe b	У	;	
			•				-		

- "When I see someone being treated unfairly, I will ."
- "I can make a difference by _____."
- "I feel proud when I stand up for ______."
- "I show fairness by _____."
- "When something is not right, I will _____."
- "I will treat everyone with respect by _____."
- "I can be a good friend by _____."
- "I will use my voice to _____."
- "I believe everyone deserves ______, so I will

Sanctuary

Reimagine (Power)



Bible passage

"Gracious words are a honeycomb, sweet to the soul and healing to the bones."

Proverbs 16:24 (NIV)

Explain to the children that choosing the right words to speak of others is key to making and maintaining peace and restoring justice.



Mindful walking is a simple and calming practice where we pay close attention to each step we take. As we walk slowly and quietly, we focus on our breathing and the feeling of our feet touching the ground. While walking, we can think about positive affirmations – kind and encouraging words we say to ourselves. This helps us feel more connected to our thoughts and feelings, and it brings a sense of peace and confidence as we move through our day.

Engage in this walk around the school grounds or another special part of the school where children discuss how they might feel if the affirmations are lived out.

Ask

 What kind of class/school community will they be creating?



Examples of affirmations:

- I am calm and relaxed.
- I am friendly and social.
- I am kind and caring.
- I am happy and grateful.
- I am confident and brave.
- I am connected to nature.
- I am open to meeting new people.
- I am respectful and polite.



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

In our journey through life, there are moments when we encounter the unjust and unfair sides of humanity. We see acts of unkindness, injustice, and harm that can leave us feeling disheartened and disillusioned. These experiences can challenge our faith in goodness and fairness.

Yet, it is precisely in these moments of darkness that our call to pursue justice becomes most vital. Justice is not about seeking revenge or holding onto anger. It is about striving to create a world where fairness, compassion, and respect prevail, even when we have witnessed the opposite.

In the face of darkness, let us be the light. In the presence of wrong, let us strive to do what is right. And in a world that sometimes shows us its worst, let us respond with our best.

Notes



Prayer

Dear God,

Sometimes we see others in a way that we perhaps shouldn't. Remind us that we can make a difference by choosing to do what is right and just. Give us the strength and courage to stand up for justice, to speak out against wrongs, and to treat everyone with kindness and respect.

Guide our hearts to seek fairness and to help those who are hurting or in need.

Teach us to forgive, to heal, and to work together to make our world a better, more just place.

Thank you for your love and guidance.

Amen.



End of session 4

Session 5 Practising Forgiveness

Key learning

Pupils explore the complexity and transformational power of forgiveness, including self-forgiveness and reconciliation.



Before the session

You will need:

- Slides for this session
- A copy of The Rough-Face Girl by Rafe Martin and David Shannon
- A copy of Wild by Emily Hughes
- Include mini whiteboards or scrap paper



difference.



Story

Be Curious (Community)



Children's literature

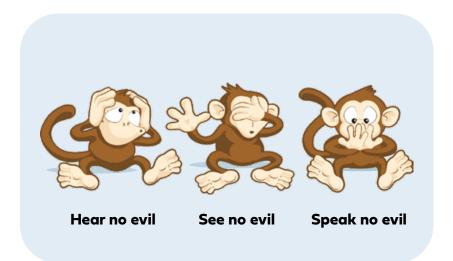
Return to *Wild* – look at the page which ends 'all knew it was right.'

Highlight that there is something inherent (a characteristic of human beings) that tells us the difference between right and wrong.

Additionally, forgiveness isn't just important for the person who forgives, but for everyone around them. Even though forgiveness starts with one person, it can help the whole community.



Show children the image of 'The Three Wise Monkeys'.



Ask the children what they think it means.



We often see, hear, and experience things that help us understand what is right and wrong. It's important to remember to avoid doing things that we know are wrong.

This proverbial saying is often used to describe those who choose to overlook wrongdoing.

Space

Be Present (Embrace)



Return to *The Rough-Face Girl*; look at the page where the sisters call her ugly.

Ask:

Is this right or wrong?



Have the children either hold up a tick or a cross on show-me boards or move to one side of the room designated as right and the other side designated as wrong.

Give the group a number of scenarios on the board and have them decide whether it is right or wrong. Include scenarios linked to the texts and case studies looked at thus far. Discuss the subjectivity of each scenario.

Suggested scenarios:

- During an art lesson, one child tells another that their drawing is not as good as another child's. Right or wrong?
- A child sees another child sitting alone at lunch and invites them to join their table. Right or wrong?
- A child spreads a rumour about another child to make themselves look better. Right or wrong?
- A child stands up for a friend who is being teased by others. Right or wrong?

For each scenario, ask children why they have made the decision that they have made.

For the scenarios that were wrong (1 and 3), imagine you were the child who had been 'wronged'. How could you best practice forgiveness?

Discussion

Explain that these sorts of issues are historical as well as current.

Show the of images of Cleopatra (Ancient Egypt).

Ask:

• Which image is likely to be more accurate? Why?

Explain that by showing her with white skin this suggests that darker skin may be less beautiful.

Ask:

How do we define beauty?

Encourage the children to think about beauty in terms of qualities and actions rather than just physical appearance.

Explore a few of the things Cleopatra was known for:

- She actively influenced Roman politics involved with Julius Caesar.
- She was highly intelligent and was one of the few Ptolemies to learn the Egyptian language, in addition to Greek, which was typically spoken by the ruling elite.
- She was the last ruler of the dynasty.

Explain that sometimes, society teaches us that certain things or people are considered "beautiful" based only on how they look on the outside, like their appearance. But it's important to know that beauty isn't just about looks; it's also about kindness, being helpful, and having a good heart.

When we challenge or question assumptions people have about beauty, we can help everyone feel accepted, no matter how they look or where they come from.

Discuss that when we try to understand how others feel and show empathy, that means caring about how others feel; we can stop judging people based only on their appearance. This helps us see that true beauty comes from who someone is inside, not just what they look like on the outside.

Emphasise the importance of inherent worth using the following quotes.

"Your outer beauty will capture the eyes, your inner beauty will capture the heart."

Steven Aitchison

"The most beatiful eyes are those that seek beauty in others."

Notes

Sanctuary

Reimagine (Power)



Bible passage

"Make every effort to live in peace with everyone..."

Hebrews 12:14 (NIV)

Practising forgiveness doesn't look the same for everyone – reconciliation looks different for each of us, and we value those differences.



Here are some optional ways for your pupils to respond:

Option 1

In small groups, have each child write their name in the middle of a piece of A4 paper. Children move around writing on the sheets of every child why they are special or what they value about them. Do this until every child has had words of value written on their sheet by each child in the class.

Ideally, this activity should be done with peaceful music playing in the background.



Option 2

In groups of six, have one child sit in the centre of five other children in a circle on chairs. Each child should tell the child in the centre what it is they value about that child. Continue to rotate until every child has sat in the centre.

Ideally, this activity should be done in a space different to the classroom. A prayer garden or reflection area would be ideal.



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

Forgiveness is when you decide to let go of the hurt or anger you feel towards someone who has done something wrong. It's like taking a deep breath and saying, "It's okay, I forgive you." This doesn't mean you forget what happened or say that it was okay, but it means you're choosing to move on without holding a grudge.

Forgiveness is a powerful way to show kindness and keep our hearts light and happy. It helps us become better friends and create a more loving and peaceful world. So, the next time someone hurts your feelings, take a deep breath, talk about it, and lean into forgiveness.



Prayer

Dear God,

Sometimes, people do things that hurt us and make us feel sad. It can be hard to forgive when we have been wronged.

Please help us to find it in our hearts to forgive others, just as you forgive us. Teach us to let go of anger and hurt and fill our hearts with kindness and understanding.

Help us to remember that everyone makes mistakes, and that forgiving others makes us strong and loving.

Thank you for always being there to guide us and help us do what is right.

Amen.



End of session 5



Session 6 Belonging Together

Key learning

Pupils explore the idea of belonging and recognise their place in a wider community.



Before the session

You will need:

- Slides for this session, with sound
- Paint, palettes, brushes
- Card or paper

Story

Be Curious (Community)



Song

Start the session by playing the song *All Over the World* by iSingPop.

Listen to the song together and reflect on the lyrics "even in the darkest place, whatever we may face, there is peace all over the world."

Ask:

• How does/will this peace take place?

Explain to the children that through them change can happen. Their actions and inactions can directly impact somebody else.

Space

Be Present (Embrace)

Return to the Angélica Dass' *Humanae* gallery image. Revisit the key questions asked in the introductory session – see this as a diagnostic session.

Ask:

- Who do you now think is most beautiful?
- Do you still think anyone on here is not beautiful?
- How would you define beauty now?

Keep the Humanae images on the screen.

Ask:

• What do we consider to be beautiful?



Bible passage

"And he made from one man every nation of mankind to live on all the face of the earth..."

Acts 17:26

This verse reminds us that all people, no matter where they come from or what they look like, are part of God's creation. We are all connected, and everyone matters.



Pupils and staff will create a self-portrait. They should start with skin-toned brown paint, then make it darker or lighter to create their complexion. This will help children understand we all have melanin (a special substance in our bodies, which gives us the colour in our skin); some of us have less, some of us have more.

Invite pupils to reflect on their inherent worth. They can write words on the back of their self-portraits. What do they enjoy doing? What is important to them? What values do they have? E.g. kind, etc.

Once finished, display all portraits together to create a gallery. Highlight that the self-portraits create a beautiful tapestry when visually displayed together, representing the community that you are.

Sanctuary

Reimagine (Power)



Bible passage

"Love each other. Just as I have loved you, you should love each other."

John 13:34 (NLT)

This verse teaches us that we should treat others with love and kindness, just as we would want to be treated ourselves. It reminds us that love is about caring for people, helping them, and being kind.



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

Let's think about how we are all connected, just like a big family. Imagine how important it is to be kind and caring to each other, just like how we would want others to treat us. When we help and share with others, we're making our community stronger and happier.

Even when we feel alone, it's important to remember that we always have friends and family with us. Each of us is special in our own way, and our differences make our world more beautiful. Let's be thankful for the love and friendship we have, and let's celebrate being part of a wonderful community.

Notes



Dear God,

Thank you for the people you put in our lives. Help us to remember that we are all connected, like a big family.

Teach us to be kind and caring to one another, to share and to help each other.

When we feel alone, remind us that we are never truly alone because we have friends, family, and you.

Help us to appreciate our differences and to celebrate the things that make each of us special.

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

Amen.

∿ Notes





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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Scriptures

NIV

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