differ ence. for Primary Schools

Host Guide

Transition 10-12 years old





Stay connected

If you have any questions, don't hesitate to get in touch with us at the email address below. You can also sign up to our mailing list or follow us on social media to hear our latest news and how you can get involved.

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Appendix 1



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 *Difference* 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.





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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.

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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.



<section-header>
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 \rightarrow

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



Find out more

Ask respectful questions

"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, but together we are stronger

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)

Overview



Show up

Stick around

Listen well

"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)

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"I am making everything new!" Revelation 21:5 (NIV)

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.

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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.

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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, easyto-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.



Transition overview and sessions

Transition overview

The Transition resources are designed to help Year 6 and 7 pupils explore important ideas about themselves, other people, and the world around them. Through these lessons, pupils will have the chance to think about their own beliefs and experiences, learn how to listen and work well with others, and understand how they can help make the world a kinder, fairer, and more thoughtful place.

Be Curious (Community)

Umunthu: "I belong, therefore I am."

Umunthu is a word from southern Africa. It comes from the Chichewa language, and means "I belong, therefore I am." It teaches us that we are all deeply connected, and that who we are is shaped by the love, care, and community around us. This idea reminds us that we all need each other. We become our best selves when we feel like we belong, and when we help others feel that way too. Belonging means feeling safe, included, and accepted just as we are.

Being curious about others means asking thoughtful questions, listening to different stories, and appreciating what makes each person special. Umunthu invites us to be open-hearted and to see how much we need one another.

Umunthu teaches us that being part of a caring community makes us stronger and happier. It's a powerful way of saying: *You belong. I belong. We belong.*

Be Present (Embrace)

Our ways of thinking, knowing, and believing shape our identity.

Every person sees the world in their own unique way. We all have different thoughts, beliefs, traditions, and ways of understanding things; and that's something to celebrate!

Being present means really listening and paying attention to others, without rushing or judging. Sometimes this also means taking the time to understand what we believe or think, and finding the courage to respectfully also share this.

When we welcome people just as they are, with their ideas, feelings, and stories, we help create a kind and respectful community. It's about opening our hearts, showing care, and helping others to feel safe to be themselves. Because when we truly embrace one another, we discover how much we can learn, share, and grow together.

Reimagine (Power)

Power, authority, and influence are shaped by time and place.

Let's think about power — who has it, how they use it, and how that changes in different times and places. In some parts of the world and in different points in history, power has looked very different — from kings and queens, to elders and community leaders, to young people standing up for what's right.

But power isn't only about being in charge. We can think creatively about power in new and reimagined ways. Power can be about using your voice to help others, finding new ways to speak up for what's right, showing courage when something's unfair, or bringing people together to make the world better.

Reimagining means asking hopeful questions like:

- What would it look like if power was shared fairly?
- How can we use power together to bring justice and kindness?
- What if power helped everyone feel included and heard?

When we listen, care, and hope for something better together, we begin to see that power can be used to build peace, lift others up, and create a future where everyone belongs.

Transition overview

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

1 Human dignity

Pupils will explore the idea that each person is unique, deeply valued, and made with purpose. Recognising the sacred worth of ourselves and others helps build communities rooted in dignity and respect.

2 Belonging in diversity

We're better when we're different together. Pupils will reflect on how our differences – culture, background, language, identity – can strengthen communities when they are welcomed and celebrated.

3 Equality and stewardship

No one is above another. Pupils will consider how fairness, shared responsibility, and caring for one another and the world help create a more equal and flourishing society for all.

The Transition resources are designed to help pupils explore meaningful ideas about identity, community, and justice. Through these lessons, pupils are encouraged to reflect on their own beliefs and experiences, listen openly to others, and consider how they can help build communities – and a wider world – that are more welcoming, inclusive, compassionate, and fair. By engaging with these themes, pupils will develop the skills to think critically, speak with confidence, and act with empathy. Guided by the habits of Be Curious, Be Present, and Reimagine, they will discover that even small choices and actions can lead to powerful, positive changes in their relationships and surroundings.

Theological underpinning

- All humans are fearfully and wonderfully made and have intrinsic worth. (Psalm 139)
- Only in full diversity (gender, age, multi-cultural, multi-racial) can the full image of God be glimpsed. (Revelation 7)
- We value the contribution of a whole range of people, not just those who look, think or speak like us. (1 Corinthians 12)

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Key text

At the heart of these resources is the idea of belonging – within the classroom, across communities, and throughout society. The key texts, *If Racism Vanished for a Day* coproduced by the RESPECT project and *A World of Your Own* by Laura Carlin, offer a powerful glimpse into a world where everyone can be treated with dignity and respect. They invite pupils to reflect on their own experiences, value the perspectives of others, and imagine how we can all help create spaces where everyone feels they truly belong.

If Racism Vanished for a Day

If Racism Vanished for a Day (written by children aged 10-11 years old) invites readers to imagine a world free from racism – where everyone is treated fairly, and people feel truly free to be themselves. It explores the deep impact of prejudice and highlights the importance of justice, representation, and respect.



A World of Your Own

A World of Your Own encourages creativity and curiosity, asking pupils to design a world where everyone has a place and every voice matters. It helps young people reflect on how spaces are shaped by those who live in them – and how we can build communities that welcome difference.



Through the key texts, pupils can:

- Reflect on how stereotypes and assumptions affect the way people are seen and treated.
- Explore how racism and exclusion impact individuals and why standing up for fairness matters.
- Think about what it feels like to belong, and what it takes to make others feel included and valued.
- Be inspired to imagine a fairer, kinder world and consider the role they can play in shaping it.
- Be empowered to think critically, act kindly, and believe in the possibility of change.



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.

Transition



I wonder... How can can we lift up our voices?



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.

Transition



Prompt question: How can your actions help make the world around you a fairer and kinder place?



Harmony Havens

Dedicated spaces 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.

Transition



Questions to reflect on: When have you seen someone's small actions make a big difference for others?

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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.

Transition



Consider: How can we build a community where everyone's gifts and uniqueness are celebrated?

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 ageappropriate 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.

Transition



This invites pupils to explore what fairness, justice, and equity look like in the real world. It helps them recognise that not everyone has the same opportunities or is treated equally, whether because of race, gender, disability, background, or where they live.

By engaging with this goal, pupils can begin to reflect critically on systems of advantage and disadvantage, both locally and globally. It opens up space for meaningful conversations around equity, belonging, and empathy, helping them to build a strong sense of moral responsibility and active citizenship.

This learning supports both academic and personal development, nurturing pupils' ability to challenge injustice, value diversity, and contribute to a fairer, more inclusive society – all of which are crucial as they transition into adolescence and take up their role in the wider world.

Questions to consider

- Why do you think some people don't have the same opportunities as others? How might things like where someone lives, their background, or a disability affect their chances?
- What would a fairer world look like to you?
 What small changes would you make to help everyone feel included and treated with respect?
- Why is it important to listen to people whose lives or experiences are different from yours?
- What can you do to help everyone feel like they belong at school, at home, or in your community?

Scan QR to access United Nations' educational materials





Session 1 Introduction

Key learning

Sharing memories enables empathy, trust, and respect, helping pupils understand the importance of community, friendship, and valuing every member.



Before the session

You will need:

- Slides for this session, with sound
- A small soft ball or "talking stick" for the memorysharing circle
- Chairs arranged in a circle or clear floor space

Story

Be Curious (Community)



Play the song *This is the Day* (The *Difference* Song) to create an invitational space ready for learning.

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Notes

difference.

🔨 Notes



Film

Play the *Difference* Transition video and allow time for initial reflections and discussions about the *Difference* habits.



Film

Show the pupils a short clip/ animation about memories.

You might like to show your pupils a short clip from *Soul* by Disney Pixar (or a similar film) that explores the importance of memories and how they shape who we are.



Ask your pupils to form a circle, either sitting on the floor or in chairs.

Explain that this activity is about sharing positive memories related to friendships or school experiences. Highlight the importance of listening respectfully and not interrupting when someone is speaking.



Teacher note: This can be done as a whole class or small group activity.

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Explain the activity:

This circle creates an opportunity to share positive memories about friendship or school.

Emphasise respectful listening and the importance of confidentiality. What's shared in the circle is not to be shared outside the circle without the person's permission, and the stories stay in the circle (unless someone is unsafe). This helps everyone everyone feel respected and valued.

Set the tone:

Start by sharing your own memory to model the kind of sharing you're inviting. Encourage quieter pupils to take part so that everyone has the chance to be heard.

How it works:

Use a soft ball or object to indicate the speaker. The pupil holding it shares a short (1–2 minute) positive memory; perhaps involving a friend, a fun event, or a special moment at school. They then pass the object to someone else.

After everyone has shared:

Invite pupils to reflect on what they heard.

Ask:

- Were there any common themes?
- What did you learn about each other?

Prompt questions:

- What's a moment at school that made you smile?
- Can you remember a time someone was kind to you?
- What makes you feel like you belong somewhere at school, in a group, or with friends?

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- Have you ever helped someone else feel like they belonged?
- What's a memory of a fun time with friends?

difference.


Space Be Present (Embrace)

Picture the habits.

Begin with a simple discussion about the three habits.

Ask pupils:

- What does it mean to **Be Curious** about others and the world?
- How can we **Be Present** with someone; really listening to how they feel and understanding what they say?
- What might it look like to **Reimagine** a better world or a kinder way to solve a problem?

Pupils will create three mini artworks that illustrate what the habits mean to them (one for each habit). This can be done using A5 paper or three sections on a larger sheet. They may choose any style: drawing, painting, collage, or mixed media.

Prompts:

Be Curious

- Draw a time when you discovered something surprising about a person or place.
- Show what curiosity looks like maybe someone exploring, asking questions, or noticing something others missed.
- Create an image of people learning from each other's differences.

Be Present

- Draw a picture of someone helping a friend feel calm, safe, or included.
- What does it look like when people really listen and understand each other? Show that moment.

🔨 Notes

• Show a time when it took courage for someone to share their perspective or story.

Illustrate a time when someone was kind and paid attention to how someone else felt.

Reimagine

- If you could change one thing to make the world more kind or fair, what would it be? Show it in your drawing.
- Imagine a school, town, or world where everyone feels they belong. What would that look like?

What inspired your picture?

Sanctuary

Reimagine (Power)



Bible passage

"So that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it."

1 Corinthians 12:25-26 (NIV)

This passage highlights the importance of community and sharing experiences. Just as the body works together in unity, this activity encourages pupils to listen to each other's stories, celebrate the joys of others,



and reflect on shared experiences. By passing the ball and hearing from each classmate, they build stronger connections and a sense of belonging, just as the body of Christ supports and uplifts every member.



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

Friendship is a precious gift that brings joy, laughter, and comfort. Friends lift us up, walk beside us, and make life's journey richer. They celebrate our successes, support us in struggles, and remind us that we are never alone.

Being a good friend is just as important as having good friends. It means listening, showing kindness, and being there through both the happy and difficult times. Friendship isn't just about what we receive – it's also about what we give.



Prayer

Dear God,

Thank you for the friends who make us smile, for the laughter we share and the fun we have together. Thank you for the kind words, the happy moments, and the memories that make our hearts feel warm.

Help us to be good friends too – to listen, to share, and to care for one another. May our friendships be full of joy, kindness, and love – just as you love each of us.

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Amen.

End of session 1

Session 2 Crossing Divides

Key learning

Pupils learn that recognising and celebrating individual differences enriches the community, and that their unique gifts can contribute positively to creating an inclusive environment.



Before the session

You will need:

- Slides for this session
- A copy of A World of Your Own by Laura Carlin

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• Paper, coloured pens, pencils

Notes

Story Be Curious (Community)



Read A World of Your Own, which highlights a journey of reflection and the value of diverse voices.

Allow time for initial reflections from the children.

Suggested questions for discussion:

- What did you notice about the world the character created? How was it similar or different to your own world?
- Why do you think the character imagined a world of their own?
- What parts of the story made you think about your own ideas or dreams?
- What can we learn about someone by seeing the world through their eyes?
- How might sharing our own 'worlds' help others understand us better?





Space

Be Present (Embrace)



Inspired by A World of Your Own by Laura Carlin, this creative activity invites pupils to imagine and express a world that reflects who they are and who they hope to become as they prepare for their next chapter in secondary school.

Create your world

Invite pupils to design their own personal world; a place where they feel safe, confident, and truly themselves. This can be drawn, painted, collaged, or written as a story or poem. Encourage them to include aspects of their identity (such as their interests, beliefs, family, culture, and values) as well as their hopes, dreams, and any feelings about the upcoming transition to secondary school.

You might prompt them with questions like:

- What does your world look like?
- Who or what lives there?
- What makes you feel at home and proud of who you are?
- What do you hope for in your new school?
- How does your world show what matters to you?



Share and celebrate

Once pupils have created their worlds, invite them to pair up or form small groups to share their work. Encourage them to listen carefully to one another and find things in common or new ideas they hadn't thought of before. As they discuss, pupils can reflect on:

- What makes each world unique and special?
- How do our different worlds help us understand each other better?
- What can we carry from our own worlds into our new school community?

Whole-class reflection

Bring the class back together to reflect on the activity. Consider displaying the artworks or writings in a shared space, like a classroom gallery or memory book. Discuss how learning about each other's worlds can help build understanding, empathy, and a sense of belonging as they journey together into secondary school.

This activity encourages creativity, self-awareness, and mutual respect, which can help children feel more confident about who they are and how they can bring something valuable to a new school community.



Sanctuary

Reimagine (Power)

Bible passage "Each of you should use

whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms" 1 Peter 4:10 (NIV)

This verse encourages pupils to recognise their unique gifts and talents, understanding that they are given to them by God to share with others. As they reflect on their identities and aspirations for secondary school, it reminds them that their contributions, no matter how big or small, can make a positive impact on their community and help foster connections with their peers.





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

As you step into Year 7, remember how unique and special you are. Embrace your strengths and talents and celebrate what makes you different. This will not only help you face challenges with confidence but also enrich your school community.

Year 7 is a time to grow and learn about yourself and others. By respecting and supporting each other, you create a space where everyone feels valued. Your individuality makes the community stronger.

Focus on kindness, embrace who you are, and encourage others to do the same. Together, you can make Year 7 a year of growth, friendship, and success.



Prayer

Dear God,

Thank you for making us unique. Help us embrace our strengths and differences as we step into Year 7. Guide us to be confident, kind, and respectful of others, knowing everyone has something valuable to offer.

Remind us that we don't have to be the same to succeed and help us face challenges with courage. May we support and respect one another as we grow, learn, and make new friends.

Amen.

End of session 2

Session 2

Session 3 Navigating Disagreement

Key learning

Pupils learn that approaching disagreements with patience, empathy, and respect builds stronger friendships and communities.



Before the session

You will need:

- Slides for this session
- Scenario cards or printed examples for empathy roleplay activities
- Chairs or open space for paired role-plays

Notes

Story Be Curious (Community)

Creating psychological safety

Before starting this activity, take a moment to establish a sense of psychological safety in the classroom. Remind pupils that disagreements are a normal part of life and that everyone's thoughts and feelings are valid. Encourage a tone of respect, empathy, and active listening. This helps pupils feel safe sharing honestly, knowing they won't be judged or interrupted. Emphasise that the goal is not to decide who is right or wrong, but to understand why disagreements happen and how we can respond well.

Invite pupils to suggest how they want to engage with each other.

Discussion

Ask:

• Why do we disagree?

Start by asking pupils to share common areas of disagreement.

When thinking about these examples invite pupils to spend a few quiet minutes thinking about why people might disagree. They are welcome to jot down or draw their ideas. You could prompt them with ideas such as:

- Different opinions or beliefs
- Wanting different things
- Misunderstandings or not listening to each other
- Different experiences

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Record key reasons on the board to create a class mind map.

Ask pupils to think about a time when they disagreed with someone. It could be a friend or a sibling.

- What was the disagreement about? How did it make them feel?
- 0

Note: Please give a prompt for the type of disagreement, so that pupils reflect on a simple disagreement rather than something difficult or upsetting. This maintains a safe place for pupils to reflect and share their stories.

On a scale of 1-10 (one being small, 10 being big) think about a simple disagreement you've had this week that you'd consider a 1-3 on the scale.

For example:

A simple disagreement you've had with someone such as a disagreement about what to watch on TV, what game to play, which sport team is better.

Model with an example.

• How did you resolve the disagreement?

Song

Play the song *This is the Day* (The *Difference* Song) to help pupils recentre themselves, recall the importance of the *Difference* habits and come back together as a group.



Space Be Present (Embrace)

Share a scenario with pupils:

Group project disagreement

You and your classmates are working on a group project about animals. Everyone has different ideas about which animal to focus on. One friend wants to do a presentation about lions, another wants to do one on dolphins, and you think a project on elephants would be great. The disagreement is starting to get a bit heated.

- How can you listen to everyone's ideas without interrupting?
- What questions could you ask to understand why your friend feels passionate about their choice?
- How could you compromise?

Encourage pupils to consider the Difference habits:

- **Be Curious:** What might we not yet understand about the other person's feelings or perspective?
- **Be Present**: How can we show we are really listening and caring?
- **Reimagine:** What could a better outcome look like for everyone involved?

Present a range of scenarios to pupils in groups (see Appendix).

In small groups, pupils explore each scenario and discuss or role-play how to respond with empathy and respect, leaning into the *Difference* habits by being curious about others' perspectives, being present by really listening, and reimagining how the situation could be resolved in a fair and kind way. Together, they create a thoughtful plan for resolving the conflict/scenario.

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Sanctuary

Reimagine (Power)

Bible passage

"My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry, because human anger does not produce the righteousness that God desires."

James 1:19-20 (NIV)

This passage encourages pupils to approach disagreements with patience, listening carefully before speaking, and showing respect for others' perspectives. It highlights the importance of empathy in conflict resolution and the idea that disagreements, when handled with respect and care, can lead to growth and understanding.

Discuss:

- Why is it important to listen to others?
- Do we always have to agree?
- How can we respectfully disagree with someone?

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

Disagreements are normal, especially in a new environment like secondary school. How we handle them matters. By approaching conflicts with empathy, we can better understand each other and strengthen friendships. Listening, respecting others' feelings, and treating everyone with kindness, even when we disagree, helps our relationships grow. Practising skills of empathy and active listening doesn't mean we need to agree, rather these skills help us share our opinions respectfully with greater understanding.

In secondary school, practicing empathy creates a supportive, respectful community where everyone feels heard and valued. This is the foundation of strong friendships and a positive school environment.



Prayer

Dear God,

Thank you for the gift of friendship. Help us navigate disagreements with empathy and respect. Guide us to listen, understand, and approach conflicts with kindness.

Remind us that disagreements can strengthen friendships when we respond with patience. Teach us to be slow to anger, quick to listen, and always treat others with love.

Help us to build a community where everyone feels valued and supported. Amen.

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End of session 3

🔨 Notes

Session 4 Pursuing Justice

Key learning

Pupils learn that justice is about more than just recognising wrongs; it's about taking responsibility for our own actions, making things right, and acting with fairness, kindness, and humility. This lesson encourages pupils to explore their role in creating a just environment.

Before the session

You will need:

- Slides for this session, with sound
- Small journal or piece of paper for reflection
- A ball or talking stick for group discussions
- Markers or pens for pupils to write/draw their reflections
- If Racism Vanished for a Day by UWE Bristol (e-book available)

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🔨 Notes



Story Be Curious (Community)

Activity Creating a safe space

When reading *If Racism Vanished for a Day*, it's essential to create a space of **psychological safety**, where every child feels respected, listened to, and free to share their thoughts without fear of being judged or hurt. This powerful book is written by children of a similar age, offering honest and hopeful reflections on what a better, fairer world could look like.

Because the voices in the book are peer voices, pupils often relate closely to the ideas, emotions, and dreams shared, making it all the more important to guide the discussion with care. Set clear ground rules together that emphasise kindness, empathy, and confidentiality. Let pupils know that all thoughts are valued and that they can choose to listen or share in ways that feel safe for them. The book leans into young people's hopes for a better world, so give space for both imagining and questioning. Be mindful that some pupils may have lived experience of racism, while others may be learning to recognise it for the first time. Respond to all contributions with compassion and follow safeguarding policies if any concerns arise. Creating a calm, inclusive atmosphere helps pupils reflect deeply, build empathy, and feel empowered to be part of shaping a more just and loving community.

Let pupils know this is a space where everyone's voice matters, and where thoughts and feelings can be shared without fear of judgment.

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Use language like:

- "This is a space where we listen to understand, not to respond."
- "We respect each other's experiences and recognise that we're all still learning how to be kind and just together."

Establish ways to engage with each other:

- We listen to each other without interrupting.
- We don't laugh at or dismiss anyone's ideas or experiences.
- We keep what people share in the room private (unless someone is unsafe).
- We are kind and give each other space to speak and be heard.



Ask pupils to reflect quietly on these questions, then share with a partner or in small groups if they feel comfortable:

- What makes you feel seen?
- What makes you feel cherished or valued?
- What does it mean for you to be in a community with others?

You may wish to offer sentence starters to help pupils express their ideas, such as:

- "I feel seen when..."
- "I feel cherished when someone..."
- "Being in a community means..."



Invite volunteers to share reflections. As they do, highlight themes that emerge – fairness, kindness, inclusion, safety – and link them to the idea of justice.

• Discuss the concept of justice. Ask pupils what justice means to them and why it is important in their lives.

Ask:

• What does justice look like in our school?

Place the pupils into small groups and ask them to discuss the idea that pursuing justice begins where we are. Invite them to think about their current or future school.

Suggested questions for discussion:

- What does an unjust/unfair school or classroom look like?
- What does a just/fair and flourishing classroom look like?
- How can we show grace or mercy when someone makes a mistake?
- What are small, everyday ways we can act fairly?

Introduce *If Racism Vanished for a Day*, discussing its themes and how it imagines a world without racism. Read selected excerpts and/or show a visual presentation that captures key ideas from the text, especially those that you feel are important for your pupils.

Group discussion: "What issues matter?"

In small groups, pupils discuss some of the questions presented in the text and share their thoughts on how the world would change if racism were eliminated for a day, such as:

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• How do you like to wear your hair?

🔨 Notes

- Why might some children feel uncomfortable wearing their hair the way they would like to?
- What is important to you? Do you feel able to talk about these things?

Encourage them to also reflect on other social justice issues they care about (e.g., ableism, climate change, racism, poverty, hunger, war, clean water, sexism) and why these issues are significant to them. Prompt questions:

- What does a world without these injustices look like?
- How would you feel in that world?

You might also want to encourage your pupils to delve deeper into thinking about who within society would need to come together in order to resolve these issues.

Space

Be Present (Embrace)



Pupils imagine a future where the justice issue they care about (e.g. racism, climate injustice, poverty) has been resolved. Ask them to create a message from that future; this could be a voice note, mini news report, time capsule leaflet, or short performance, describing what the world looks like now and how the change came about. Their message should inspire others by showing the steps that led to justice and encouraging action today.

Prompt: "You've just arrived in the year 2045, and this issue has been solved. What does the world look like now? What helped create the change?"

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Suggested options

(working in small groups):

Option 1:

Voice note from the future

Pupils record (or script and perform) a voice note or video message from the future, describing how a justice issue has been solved and what life is like now.

Steps:

- 1 Choose a justice issue.
- 2 Imagine it's the year 2045 the issue has been solved!
- 3 Record a 1–2 minute voice note or short video beginning with something similar to: "Hi everyone, we're sending this from the future to let you know what happened..."
- 4 Include:
 - What's changed
 - What actions made it happen
 - What people today can start doing

Option 2: Time capsule

Pupils design a poster or leaflet that could be discovered in a time capsule. This should include a message to people back in the present explaining how a better future was achieved.

This could include:

- A cover image of the future world
- Headlines like "Justice Achieved!" or "How We Changed the World"
- A section called "Steps We Took"
- A call to action for today's reader



Option 3: Newsflash from the future

Pupils create a mini news broadcast (or written headline) as if reporting from the future where the issue has been solved.

Format Options:

- Write a front-page news headline and story.
- Film or perform a short news clip: "This just in – schools around the world are celebrating a decade without ..."

Add weather reports, interviews, or a "person on the street" segment for a fun element.

Sanctuary

Reimagine (Power)

- Allow some time for groups to share their messages with the class.
- Discuss the role of individuals in advocating for justice and how pupils can take steps to create positive change in their school and community.
- Reinforce the Christian principle of acting justly and loving mercy, encouraging pupils to remember that they have the power to make a difference.
- Remind pupils that their voices matter, even when they move on to secondary school. Lifting their voices up is important.

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Highlight the three points in the last sentence:

- Acting justly not just talking about fairness but living it in our day to day.
- Loving mercy caring deeply about kindness and compassion.
- Walking humbly knowing we always have more to learn together, and with God.

Gently encourage pupils to connect these to real life – like including someone left out, speaking up if something unfair happens, or being kind without expecting praise.

Highlight that justice isn't just about fixing big problems far away – it starts with how we treat each other. When we work to make sure everyone feels seen, safe, and valued, we are already starting to pursue justice.

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

Sometimes it can feel like we don't have much power – as if only adults or leaders are the ones who can create change. But that's not true. Every small act of justice, kindness, or fairness matters.

We often talk about creating safe spaces – places where everyone feels protected and included. But to truly grow, we also need brave spaces – where we feel encouraged to speak honestly, listen deeply, and take risks for the sake of understanding and justice.

Moving into brave spaces means stepping into conversations and actions that might feel uncomfortable but that are necessary for real change. It means using our voices, even when it's hard, and standing up for what's right – not just for ourselves, but for others too.

No act is too small when it comes from a place of courage and care.

Suggestions questions for reflection:

- What kind of person do I want to be in secondary school?
- What's one way I could stand up for someone or do something fair?
- How does walking humbly help us to listen and grow?





Prayer

Dear God,

Thank you for showing us what is good – to act justly, love mercy, and walk humbly with You.

Help us to notice when things aren't fair, and to have the courage to make a difference.

Show us how to be kind and to help others feel safe and included.

As we move into this new chapter of school, may we be people who help our community flourish.

Amen.

🔨 Notes

End of session 4



Session 5 Practising Forgiveness

Key learning

Pupils understand that forgiveness is a courageous and powerful act that can repair relationships and personal hurts, allowing brokenness to be transformed into something even more beautiful, reflecting God's grace and forgiveness (Matthew 6:14).

Before the session

You will need:

- Slides for this session, with sound
- Paper, card, fabric scraps, gold or metallic tape/pens/ paint

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- Reflection and journaling prompts
- Quiet space for prayer and reflection

🔨 Notes

Story Be Curious (Community)

Activity Creating a safe and brave space

Start by reminding pupils that this is a space where they are important, valued, and accepted. As we explore forgiveness, we also sometimes need courage – open to thinking deeply, sharing honestly, and showing empathy.

Suggested questions for discussion:

• Have you ever forgiven someone?

Film

- Is it easier to forgive or to ask for forgiveness?
- What happens when we hurt others unintentionally? How can we ask for forgiveness?
- How can we start to rebuild after something has been broken?

Through the videos, introduce the concept of Kintsugi – a form of art where you repair broken objects, typically

broken pottery.

Play the videos about Kintsugi

- the Japanese art of fixing

using gold lacquer, creating a more beautiful object through the acts of breaking and repair.

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Suggested questions for discussion:

- How might Kintsugi relate to our relationships?
- Can we show kindness to ourselves and others, even when we've been hurt or made mistakes?
- How can we celebrate who we are, even with our flaws?

Space Be Present (Embrace)



This creative activity is based on the Japanese art of *Kintsugi*. It symbolises the beauty of restoration and the strength found in healing. In this session, pupils are invited to create their own kintsugi-inspired artwork to explore ideas of forgiveness, acceptance, and restored relationships.

Provide pupils with paper, fabric, or card and ask them to tear or cut it into pieces. Then, using tape, gold-coloured pens, or other materials, invite them to reassemble the pieces into a new design. As they create, encourage them to think about how the process of repairing can reflect personal growth, mended friendships, or accepting parts of themselves that once felt broken.

You could link this to the *Difference* habit of being present by helping pupils reflect on what it means to truly show up for themselves and others; especially in moments of hurt, challenge, or change. Being present is not about pretending everything is perfect but embracing the reality of our experiences, even the difficult ones.

Notes

Suggested questions for reflection and discussion:

- How might our past experiences shape our ability to forgive or reconnect with others?
- How can art help us express feelings or experiences that are hard to put into words?
- Why is it important to show care and attention to things or people that have been hurt?
- What could be the "gold" in a relationship the things that help rebuild trust or connection?
- What does your artwork say about a part of yourself or a relationship that matters to you?
- There may be times when the relationship is not restored or forgiven. Are there still ways to find release from the hurt?

Sanctuary

Reimagine (Power)



Bible passage

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."

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Ephesians 4:32 (NIV)



If we've been hurt deeply, it can be harder to trust again. Forgiveness does not mean that the wrongdoing doesn't matter. The process of forgiveness recognises the wrong and hurt of what has happened, and forgiveness can take time – and that's okay. Sometimes, our own healing can begin when we choose kindness and compassion for ourselves and others.

Suggestions questions for reflection:

- What might this passage teach us about forgiveness?
- How can we use art to repair and re-establish relationships?
- What could we use to bring a relationship back together?

Remind your pupils about how Kintsugi illustrates how adversity or challenges can be transformed into something beautiful and long-lasting. It demonstrates that over time, we can mend our wounds, accept our flaws, and emerge stronger. Kintsugi serves as a powerful reminder that regardless of our challenges, we have the capacity to reshape our experiences.

Film

Play the short reflection from Makoto Fujimura.

Ask your pupils to reflect on the theme of forgiveness – as a group, in twos and threes, or by making some space for them to write in their peace diaries.

🔨 Notes

Suggestions questions for reflection:

- Have you ever found it hard to forgive because of something from the past?
- What helps someone begin to forgive?
- How does it feel to be forgiven?
- What might your "gold" be in a repaired relationship?



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

Forgiveness is not always easy. It can be complicated, especially when we've been hurt or when trust has been broken. Forgiveness is also powerful – it allows healing to begin, for others and for ourselves.

Like a piece of pottery that has been broken and then carefully repaired with gold in the Japanese art of Kintsugi. Our relationships can become even more meaningful after repair, if we are willing to work through the hurt. Kintsugi doesn't try to hide the cracks. Instead, it highlights them, showing that what was once broken can become even more beautiful because of its history.

When we forgive, we aren't saying that what happened was okay – but we are choosing not to carry the weight of anger or bitterness anymore. We are choosing to make space to reimagine peace, growth, and hope.

Forgiveness also means accepting that none of us are perfect. We all make mistakes. And just as we want others to forgive us when we fall short, we are called to offer that same grace to others.





Notes



Prayer

Dear God,

Thank you for the gift of forgiveness – for second chances, and for the healing that follows.

Help us to let go of anger and hurt, and to be brave enough to forgive, even when it's hard.

Teach us to see the beauty in broken things – just like the art of Kintsugi, where cracks are not hidden, but made golden.

Help us to mend what's been hurt, to restore what's been lost, and to grow stronger through the process.

May we forgive others as you forgive us, and may we become people who bring peace in our words, our actions, and our hearts.

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Amen.

Notes



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End of session 5

Session 6 Belonging Together

Key learning

Pupils understand that true belonging comes from recognising, celebrating, and valuing both their individual strengths and the strengths of others, and that community is built when everyone is included and appreciated (Romans 12:5).

Before the session

You will need:

- Slides for this session, with sound
- Ball of string or wool
- Puzzle piece templates
- Pens, crayons, coloured paper
- Space for group discussion and reflection
- *Optional*: Materials for creating a poster or short video

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difference.

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Story

Be Curious (Community)



Ask your group to sit in a circle. Using a ball of string or wool, one pupil begins by holding the string, sharing something about themselves (a hobby, something they like, or a strength).

They then pass the string to someone else across the circle, saying what they value or appreciate about that person or what they might have in common. The process continues until everyone is connected in a web.



Note: This activity is first introduced in EYFS and revisited in Year 6 to show that, although pupils have grown and changed, they remain connected and can still value and celebrate things about each other.

Suggested questions for discussion:

- How did it feel to be connected by the web?
- What did we learn about each other?
- What does this show us about being part of a community?

Explore vocabulary

Introduce the concept of *Umunthu* – "I belong, therefore I am." Our value is not only in who we are as individuals but also in who we are together. We flourish when we recognise and celebrate our connections.

🔪 Notes

Space Be Present (Embrace)



Give each pupil a piece of leaf-shaped paper to decorate with symbols, colours, or words that represent who they are. These might include words like kind, curious, brave, creative, thoughtful, or joyful – qualities they see in themselves or value in others.

Collect all the leaves and attach them to a large paper tree displayed on a wall or board, creating a "Belonging Tree."

Suggested questions for discussion:

- What do you notice when you see all the leaves on the tree?
- Why is it important that every leaf looks different?
- How does the tree show us the strength of our community when we come together?


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 reminds us that even though we're all different, we all belong to each other. Each of us has our own gifts, strengths, and personality – things that make us special and unique. And when we come together, we're part of something bigger.

Think of it like a jigsaw puzzle: every piece is a different shape and colour, but each one matters. Even if some pieces look different or fit in unusual ways, they all help complete the picture. In the same way, we all belong and bring something important, just as we are.



Invite your pupils to create a poster, short video, or digital presentation titled "We All Belong." This should reflect their personal commitment to including everyone, appreciation, and respect in the school community.

Ask each pupil to choose one meaningful action they will take this term to help someone feel included, valued, or supported. This could be as simple as sitting with someone new at lunch, listening to someone's story, standing up for a classmate, or inviting others to join in a game or group activity.



🔪 Notes

Session 6

Encourage pupils to use images, words, colours, or symbols that express the importance of belonging and community. For videos, they might want to share their action in their own words or work in pairs to roleplay examples.

You could create a class display or digital showcase of the posters and videos to celebrate everyone's ideas and commitments, reinforcing the message that each person plays a part in building a safe, inclusive and welcoming environment.

Suggested questions for reflection:

- What does it mean to belong?
- How can we recognise when someone feels left out?
- How does it feel when someone goes out of their way to include us?
- What small actions can make a big difference?



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

Umunthu is a powerful word from the Chichewa language, spoken in parts of southern Africa, including Malawi. It means: **"I belong, therefore I am."**

That's a big idea because it tells us that we become who we are through our connections with others. We're not meant to journey through life alone. We're shaped by how we treat people, and how they treat us. Umunthu reminds us that we are all deeply connected.

Some people think power means being in charge, being the loudest, or always being right. But Umunthu teaches us a different kind of strength. Real power comes from kindness, from lifting others up, and from choosing to treat people with respect, especially when it's hard to do.

Every one of us has something special to bring. Each of



difference.

us can help shape the kind of school we want to be part of: a place where everyone belongs, where differences are celebrated, and where no one is left out or left behind.

Just like a puzzle made up of different pieces, our community needs every one of us. When we choose to listen, to include others, and to show care, we help build a stronger, kinder school.

So today, think about this:

How can you use your words, actions, and choices to help someone else feel they belong?

That's what Umunthu is all about, and it's something we can all live out, together.



Prayer

Dear God,

Thank you for making each one of us special. Thank you that we all belong – just like parts of one body.

Help us to see the value in others, to include, listen, and show kindness. May we work together to build a community of love, where everyone feels seen, heard, and important.

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**.



Appendix 1 Scenario examples

Scenario 1: Disagreement about a game

You and your friend are playing a game at break, but there's a misunderstanding about the rules. Your friend insists on playing by their version of the rules, while you think the rules should be followed as you've always played them. It's causing tension, and neither of you is having fun anymore.

- How can you calmly explain your version of the rules without getting angry?
- What would it look like if you listened to your friend's reasons for wanting to play by their rules?
- How could you both agree on a solution to enjoy the game together?

Scenario 2: A new friendship group

You've recently joined a new group of friends, but you're feeling left out because they all seem to have inside jokes and activities that you don't understand. You're unsure how to join in without causing any awkwardness.

- How could you ask your new friends to explain their jokes or activities without feeling embarrassed?
- What's a kind way to share honestly that you're feeling left out?
- How can you listen to your new friends' feelings and perspectives while also expressing your own?

Scenario 3: Compliment gone wrong

While talking with your classmates, you try to give a compliment about someone's new shoes, but it accidentally comes out sounding rude or critical. The person you were talking to gets upset, thinking you made fun of them. You didn't mean to hurt anyone's feelings, but now the situation feels awkward.

- How could you show you care about their feelings?
- What can you say to explain your true intentions without making excuses?
- How could you listen to how they feel and try to fix the misunderstanding?

Scenario 4: Friend wants to borrow something

A friend asks to borrow your favourite pencil case, but you're not comfortable with them taking it because it's special to you. They don't understand why you're saying no and keep asking.

- How can you explain your feelings without sounding upset or selfish?
- What would it sound like to acknowledge your friend's request while explaining your boundaries?
- How could you offer a solution, like letting them borrow something else, to show you care?



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