

Cornwall Council

Hate Crime Awareness Week 2026: Resource Pack for Schools

11th – 18th October 2026

Natalie Parr- Resettlement Continuous Improvement Lead
(Education)



Contents

Hate Crime Awareness Week 2026: Resource Pack for Schools.....0

What is Hate Crime Awareness Week? 2

 What does this resource pack provide?.....2

Assembly Ideas.....3

School Leadership Group Ideas.....8

Book List 10

EYFS Lesson Plan 12

KS1 Lesson Plan 13

KS2 Lesson Plan 14

KS3 Lesson Plan 16

KS4 Lesson Plan 18

What is Hate Crime Awareness Week?

Hate Crime Awareness Week is an opportunity for schools to help children and young people understand the importance of respect, inclusion and belonging. It encourages pupils to explore how prejudice, stereotypes, misinformation and discrimination can affect individuals and communities, while developing the knowledge and confidence to challenge these attitudes in positive and constructive ways. Using themes such as identity, culture, critical thinking, responsible use of social media, allyship and community cohesion, the week promotes a culture where everyone feels safe, valued and respected.

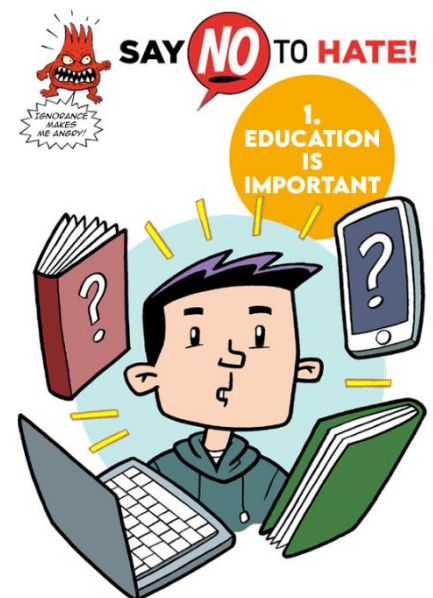
Hate Crime Awareness Week matters because schools play a vital role in shaping the attitudes and values of future generations. By providing opportunities for discussion, reflection and learning, schools can help pupils recognise harmful behaviours, understand the impact of prejudice on others, and develop empathy, critical thinking and a sense of responsibility towards their communities. The week is not only about understanding hate crime, but about building the positive attitudes and behaviours that help prevent it. It also supports schools in promoting pupil wellbeing, fostering a safe and inclusive environment, and strengthening work around safeguarding, equality and respect.

What does this resource pack provide?

This resource pack provides schools with a range of age-appropriate assemblies, lesson plans and supporting resources for EYFS, KS1, KS2, KS3 and KS4. Built around the nine themes of the *Say No to Hate* campaign, the materials support pupils to explore identity, diversity, belonging, respectful dialogue, online influence, bystander intervention and challenging bias.

The pack is designed to help schools deliver meaningful learning during Hate Crime Awareness Week while supporting wider work around PSHE, personal development, equality, diversity and inclusion, safeguarding and community cohesion

If you would like further support around hate incidents and EDI, please contact schooleffectiveness@cornwall.gov.uk. Remember to log any hate incidents through our dedicated platform on Services for Schools. Search 'Equality and Diversity Incidents' to load the form.



Assembly Ideas

These assembly ideas provide you a framework to create your own assembly from. It is important to recognise the issues which are impacting your specific setting and incorporate them into your assemblies during Hate Crime Awareness Week. You may wish to also pair the assembly with a video or a book- a suggested list is provided further into this resource pack.

EYFS & KS1 Assemblies

Theme	Everyone Belongs	Kind Words, Kind Actions
Campaign Cards to Use	Pride in Your Culture and Heritage	Moving Forward, Hiding the Problem
British Values Links	Mutual Respect, Tolerance, Individual Liberty	Democracy, Rule of Law
Key Message	We are all different, and our differences make our school special. Being proud of who we are should help us celebrate others too.	Our words and actions affect other people. If something is upsetting someone, it is important to speak up and ask for help.
Activity	Ask pupils: • What makes you special? • What is something that is special to your family? • What foods, celebrations or traditions are important to you? Gather student responses and use these for a display titled 'We All Belong'.	Show pictures of different playground situations and ask: • Was that kind? • How could we make it better? • How can we be kind to our friends? Reflection on how we can be upstanders when we see something that is unkind.
Takeaway Message	Being different is something to be celebrated	We can all help make our school a kind school with our words and actions

KS1 & KS2 Assemblies

Theme	The Story Behind the Person	What Makes a Good Friend?
Campaign Cards to Use	Pride in Your Culture and Heritage, Intersectionality	Intervention, Moving Forward
British Values Links	Mutual Respect, Tolerance, Individual Liberty	Democracy, Rule of Law
Key Message	Everyone has their own story and experiences. We cannot	Good friends stand up for each other and treat people fairly

	know everything about someone just by looking at them	
Activity	Display an image of a suitcase. Ask: • What might be inside? • What does it tell us about the owner? Discuss how everyone carries different experiences and backgrounds.	Show pictures of different scenarios which could happen in school and on the playground and ask children to vote if they would: • Ignore it? • Laugh? • Tell someone? • Help? Reflect on how we can all play a part in being an upstander when we see things which are unkind
Takeaway Message	Be curious, not judgmental.	Being brave can mean helping someone else.

KS2 Assembly Ideas:

Theme	Think Before You Believe	Small Acts, Big Impact
Campaign Cards to Use	Education is important; social media awareness	Intervention
British Values Links	Mutual Respect, Tolerance, Individual Liberty	Democracy, Rule of Law
Key Message	Not everything we hear, read or see online is true. Learning from different sources helps us to make informed decisions.	Sometimes one person speaking up can make a huge difference. Hate grows when people stay silent.
Activity	Present a range of true facts, false facts and opinions. Ask the children their thoughts on how we know something is true? How do we differentiate from fact and opinion? And why is this important when we are hearing information about people and places which are different to people and places we know?	Tell a short story where someone witnesses unkind behaviour. Pause and ask: • What's gone wrong? • What would you do if you saw this happening? • How can we safely intervene and respond when we witness hate incidents?
Takeaway Message	Good learners are inquisitive, curious and assess the information they are given.	Everyone can be an upstander

KS3 Assembly Ideas:

Theme	Where Does Hate Begin?	The Algorithm Effect
Campaign Cards to Use	Education is important; hiding the problem	Social Media Awareness
British Values Links	Mutual Respect, Tolerance, Individual Liberty, Rule of Law	Individual Liberty, Rule of Law
Key Message	Hate rarely starts with major incidents. It often starts with assumptions, stereotypes and prejudice that go unchallenged.	The content we interact with online can influence what we see and how we think.
Activity	Explore stereotypes including what they are and common examples. Discussion questions: - Can stereotypes be harmful? - How do stereotypes evolve into discrimination? Provide examples from history of stereotypes evolving into discrimination that was harmful to a group united by a protected characteristic. Then explain that in Hate Crime Awareness Week we are actively challenging harmful behaviour. That stereotypes and discrimination are not jokes- they actively harm and can evolve.	Explain algorithms and how they are impacted by what we interact with. Provide discussion points: - What are the risks of algorithms? - What are the benefits? - Is it always obvious when we see harmful content? - How can we protect ourselves from seeing harmful content? - What steps should we take when we see harmful content? - What could the personal and legal consequences be for engaging with harmful content? Demonstrate algorithms with a snowball effect- once we begin engaging with dangerous content the algorithm will begin to show more and more dangerous rhetoric.
Takeaway Message	Challenge ideas before they become harmful behaviours	Think critically about online content.

KS3/KS4 Assembly Ideas

Theme	Does Free Speech Mean Say Anything?	From Bystander to Upstander
-------	-------------------------------------	-----------------------------

Campaign Cards to Use	Free Speech	Intervention; Hiding the Problem
British Values Links	Mutual Respect, Tolerance, Individual Liberty, Rule of Law, Democracy	Individual Liberty, Rule of Law
Key Message	Free speech is important but it comes with responsibilities towards others.	Silence can allow problems to grow while action can help protect others.
Activity	Present several statements and ask: - Is this respectful? - Is this harmful? - How could it be expressed differently? Ask if Free Speech entitles us to say anything we like or do we have responsibilities with free speech? Explore ideas around safe debate and how to frame opinions in ways which reduce harm to others.	Show an interaction where someone is being hurtful to someone else. Discuss the following: - Why people might not intervene? - What barriers are there to reporting concerns? - Safe ways to respond. Explore your own schools reporting system, ensuring that students are confident in reporting hate incidents.
Takeaway Message	Disagreement should still be respectful	Doing nothing is still a choice

KS4 Assembly Ideas

Theme	Nobody has Just One Identity	Recognising Bias
Campaign Cards to Use	Intersectionality	Moving Forward
British Values Links	Individual liberty	Individual Liberty, Rule of Law
Key Message	People's experiences are shaped by multiple aspects of who they are	Everyone has biases. Growth comes from recognising them and making conscious choices to act fairly.
Activity	Ask what makes them an individual. Show the GRACES model of intersectionality and ask students to consider which parts of their identity give them perceived power in the society and culture in which they live. Which parts remove power?	Explore the following: - Where biases come from? - How can we challenge our assumptions? - Have you ever had a bias which you have changed? Explain how constantly learning about people who have different

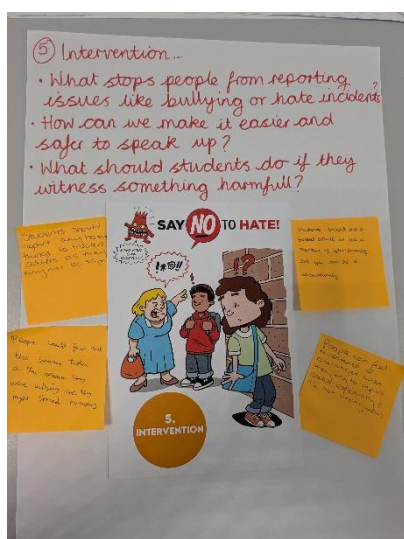
	Which parts could be open to discrimination? Explore how different aspects of identity affect experiences and opportunities, linked to hate incidents specifically.	life experiences from us is paramount to reducing hate crime.
Takeaway Message	Understanding complexity helps us avoid assumptions.	Learning about bias is something we all continue to do.

School Leadership Group

Ideas

Hate Crime Awareness Week provides an excellent opportunity for School Councils, Student Leadership Groups, Diversity Ambassadors, School of Sanctuary Teams and other pupil-led groups to take an active role in promoting respect, inclusion and belonging. By leading campaigns and activities, pupils can help raise awareness of the impact of prejudice and discrimination, encourage positive behaviours, and create a culture where everyone feels valued and supported. The ideas below can be adapted for both primary and secondary settings and provide meaningful opportunities for pupil voice, leadership and positive action.

- Design and display anti-hate posters around the school.
- Create a whole-school "Different Together" pledge.
- Lead an assembly on respect, inclusion and belonging.
- Run a kindness or inclusion challenge for pupils.
- Create a Wall of Respect where pupils share messages about belonging.
- Organise a culture and heritage celebration display.
- Create a school diversity map showing languages, cultures and backgrounds represented.
- Produce short video messages promoting inclusion and respect.
- Develop daily tutor-time or class discussion questions.
- Run a "Myth vs Fact" campaign to challenge misconceptions.
- Create a school-wide campaign based on the nine Say No to Hate cards.
- Collect and share positive stories of friendship and allyship.
- Organise a poster, art, poetry or photography competition.
- Host a pupil voice survey about belonging and inclusion.
- Design bookmarks featuring key anti-hate messages.
- Produce a school newsletter article on Hate Crime Awareness Week.
- Create a display celebrating positive role models from diverse backgrounds.
- Develop guidance for pupils on how to report concerns or seek support.
- Organise a kindness tree where pupils add acts of kindness they have witnessed.





CORNWALL
COUNCIL

one and all - onen hag oll

Inclusion and Belonging



CORNWALL
COUNCIL

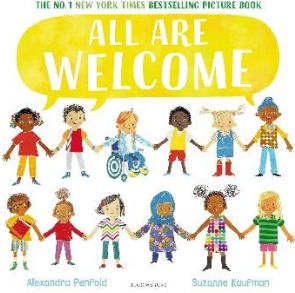
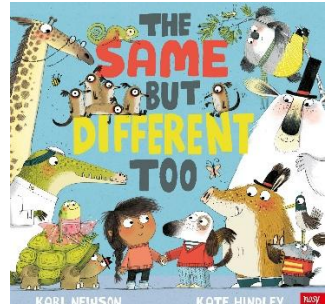
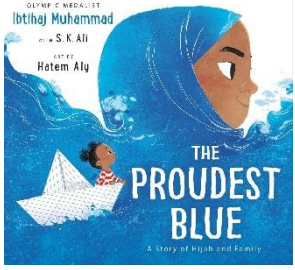
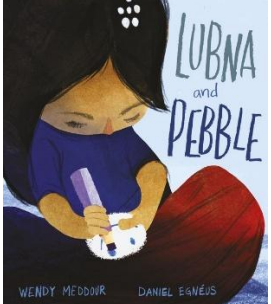
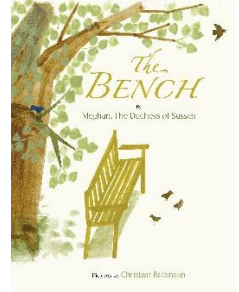
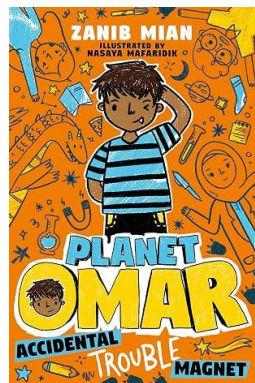
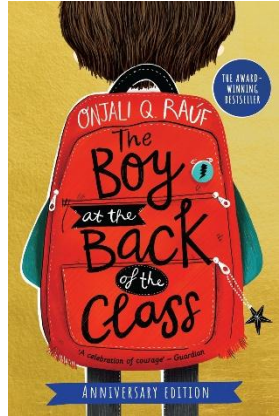
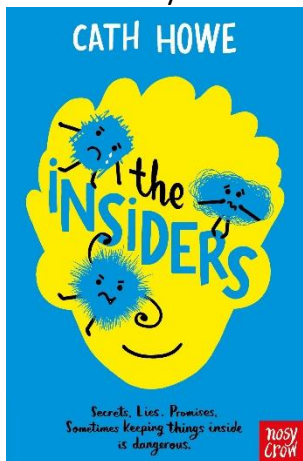
one and all - onen hag oll

Together 
for Families

- Create corridor displays exploring the themes of identity, equality and respect.
- Lead lunchtime activities focused on teamwork and inclusion.
- Create a "Humans of Our School" project sharing stories and experiences from pupils and staff.
- Develop social media content for the school's communication channels.
- Run a school pledge-signing campaign.
- Create reflection cards for classrooms based on the campaign themes.
- Organise a book display featuring stories that promote empathy, diversity and belonging.
- Invite pupils to contribute messages about what makes them feel included.
- Design stickers, badges or certificates celebrating inclusion champions.
- Create a welcome campaign for new pupils joining the school community.
- Identify one long-term action the school can take to strengthen inclusion beyond Hate Crime Awareness Week.

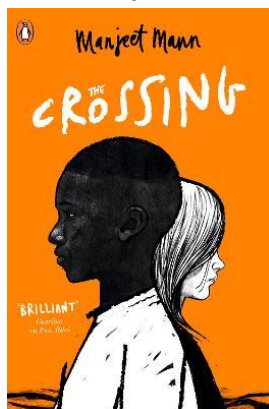
Book List

Stories are a powerful way to explore themes of identity, belonging, empathy and respect. The following contemporary texts have been selected to support discussions during Hate Crime Awareness Week and provide opportunities for pupils to engage with a range of perspectives, experiences and lived realities. Schools may wish to use these books within lessons, assemblies, tutor time, library displays or reading-for-pleasure activities throughout the week.

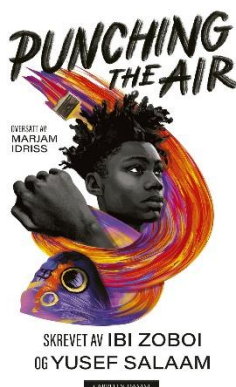
EYFS		
All Are Welcome by Alexandra Penfold THE NO.1 NEW YORK TIMES BESTSELLING PICTURE BOOK  Alexandra Penfold Suzanne Kaufman	The Same but Different Too by Karl Newson  KARL NEWSON KATE HINDLEY	Coming to England by Floella Benjamin (Picture Book Edition) Floella Benjamin Diane Ewen 
KS1		
The Proudest Blue by Ibtihaj Muhammed THE NEW YORK TIMES BESTSELLER OLYMPIC MEDALIST Ibtihaj Muhammad with S.K. Ali Illustrated by Hatem Aliq  THE PROUDEST BLUE A Story of Hopes and Family	Lubna and Pebble by Wendy Meddour  WENDY MEDDOUR DANIEL ESNÉUS	The Bench by Meghan, The Duchess of Sussex  MEGHAN, THE DUCHESS OF SUSSEX Illustrated by Christian Robinson
KS2		
Planet Omar: Accidental Trouble Magnet by Zanib Mian ZANIB MIAN ILLUSTRATED BY MOSHAYE MAFKOURIK  PLANET OMAR ACCIDENTAL TROUBLE MAGNET	The Boy at the Back of the Class by Onjali Q. Rauf  ONJALI Q. RAUF The Boy at the Back of the Class ANNIVERSARY EDITION	The Insiders by Cath Howe CATH HOWE  Secrets, Lies, Promises. Sometimes keeping things inside is dangerous. nosy crow

KS3

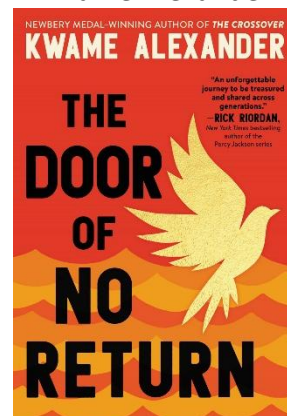
The Crossing by Manjeet Mann



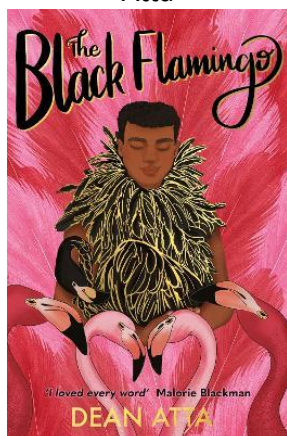
Punching the Air by Ibi Zoboi and Yusuf Salaam



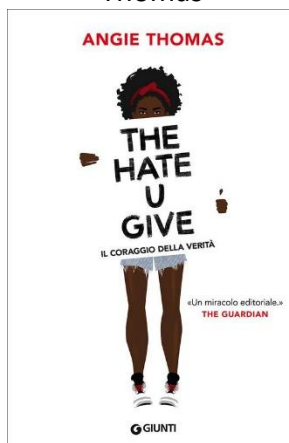
The Door of No Return by Kwame Alexander

**KS4**

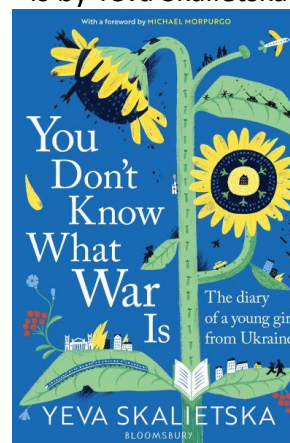
The Black Flamingo by Dean Atta



The Hate U Give by Angie Thomas



You Don't Know What War Is by Yeva Skalietska



EYFS Lesson Plan

Lesson Question	How can we help everyone feel welcome in our community?
'Say No To Hate' cards	• Pride in Your Culture & Heritage • Moving Forward
Links to EYFS Areas of Learning	• Personal, Social and Emotional Development • Understanding the World • Communication and Language
Starter	Show images of different children, families, homes and celebrations. Ask: • What is the same? • What is different? • What makes someone feel welcome? Ask them to imagine that a new person is joining their class; how could we help them feel included and that they belong?
Input	Share a story such as <i>All Are Welcome</i>. Discuss: • Everyone is unique. • Everyone belongs. • We can learn about each other respectfully. Link to the campaign card message that we can be proud of who we are and respectful to others.
Main Activity	Children create an "All About Me" flower. Centre: • Draw themselves Petals: • Favourite food • Favourite game • Family • Something they are proud of • Something that makes them special Display together to create a whole class garden. Ask the children to tell their friend what they like in their picture- what is the same and what is different?
Plenary	Ask the children what they have learnt about each other from their flowers. Now they know more about each other, how can they play together to help everyone feel included?
Home Learning	Create a family page showing important parts of your family, culture, traditions and interests
Display Opportunity	Display children's flowers alongside their family contributions

KS1 Lesson Plan

Lesson Question	What makes us different and why is that something to celebrate?
'Say No To Hate' cards	• Pride in Your Culture & Heritage • Hiding the Problem
PSHE/RSE Links	• Respectful relationships • Caring friendships • Respecting others
Starter	Play "Find Someone Who" with statements such as... • Likes the same food • Speaks another language • Has a different favourite hobby Explain that these are all parts of our identity.
Input	Provide definitions for the vocabulary: culture, identity and heritage Show the image on the Pride In Your Culture and Heritage card which says "My flag is better than yours!". Circle time discussion: why is one culture not better than another? What can we learn about each other's culture, identity and heritage?
Main Activity	Children create "Identity Shields". Sections: • Family • Interests • Talents • Favourite traditions • Things I want others to know about me Children then share shields in pairs. Ask: "What did you learn about someone you didn't know before?"
Plenary	Discuss why it is important to learn about each other and who we are. Explain how being unkind about people's identity is never okay. Create a set of rules for what to do if we see someone being unkind about someone's identity.
Home Learning	Interview a family member to create their identity shield.
Display Opportunity	We are different together display showing the identity shields along with quotes from the lesson about being kind to one another.

KS2 Lesson Plan

Lesson Question	What is a hate incident and how can we help make everyone feel safe and included?
'Say No To Hate' cards	• Pride in Your Culture & Heritage • Intervention • Hiding the Problem • Moving Forward
PSHE/RSE Links	Living in the Wider World • Respecting differences and similarities between people • Recognising and challenging stereotypes • Understanding the importance of inclusion and belonging • Knowing where and how to seek support
Starter	Excluding or Including? Read the following scenarios and ask pupils to vote with thumbs up/down or move to opposite sides of the room. • Inviting everyone to join a game. • Laughing at someone's accent. • Making fun of somebody because of their religion. • Learning about another person's culture. • Refusing to sit next to someone because they are different. Ask: • Which behaviours help people feel included? • Which behaviours could make someone feel unsafe or unwelcome?
Input	Explain: A hate incident is when someone is treated badly, made fun of, excluded or targeted because of who they are or who someone thinks they are. This could be because of: • Their race or ethnicity • Religion or belief • Disability • Sexual orientation • Being transgender • Another part of their identity (link to protected characteristics) Explain that hate incidents can happen: • Face to face • Online • Through words • Through actions • Through exclusion (purposefully leaving someone out because of a part of their identity) Use the campaign cards: Pride in Your Culture & Heritage

	Everyone should be proud of who they are and where they come from. Hiding the Problem Ignoring problems does not make them disappear. Intervention When something is wrong, it is important to seek help and tell a trusted adult. Discuss: • How might a person feel if they experienced a hate incident? • How might it affect their confidence, friendships or sense of belonging?
Main Activity	Sorting Scenarios Place pupils in small groups. Provide scenario cards and ask pupils to sort them into three categories: Respectful Behaviour/Unkind Behaviour/Possible Hate Incident Examples: • A pupil asks questions about another child's culture because they are interested. • A child refuses to play with someone because they wear a hijab. • Someone laughs at another pupil's accent. • A classmate compliments someone on learning two languages. • A child repeatedly mocks another pupil's disability. • A disagreement about which football team is best. • Someone tells another child they do not belong in the school because of where their family came from. After sorting, discuss each scenario as a class. For each example ask: • How might this person feel? • Why is this harmful? • What could someone do to help? • Which trusted adults could support?
Plenary	Ask pupils to complete one of the following: "Everyone belongs because..." or "If I saw someone being treated unfairly, I could..." Collect responses on sticky notes.
Home Learning	Provide reading/research activities about a person from history who experienced hate incidents and made a positive impact on the world e.g. Malala Yousafazi, Alan Turing, Rosa Parks
Display Opportunity	Create pupil pledges to 'Say No to Hate' and display them in a 'Our School Stands Together' Display.

KS3 Lesson Plan

Lesson Question	What are hate incidents and why is it important to challenge them?
'Say No To Hate' cards	• Intervention • Hiding the Problem • Free Speech • Moving Forward
PSHE/RSE Links	Living in the Wider World • Diversity and inclusion • Respectful relationships • Challenging discrimination • Responsible citizenship • Online conduct and safety
Starter	Display a series of short scenarios: • Someone repeatedly mocks a pupil's accent. • A student is excluded because of their religion. • A pupil is targeted online because of a disability. • A disagreement between friends. • A football argument. Ask pupils: • Which are unkind? • Which might be discriminatory? • Which could be hate incidents? Discuss responses.
Input	Explain: A hate incident is: Any incident perceived by the victim, or anyone else, to be motivated by prejudice or hostility towards a person's identity. Discuss examples linked to: • Race • Religion • Disability • Sexual orientation • Transgender identity Explain that hate incidents can happen: • In person • Online • Through language • Through exclusion • Through behaviour Use the campaign card messages: Hiding the Problem Ignoring prejudice allows it to grow. Intervention

	Speaking up and reporting concerns can help stop harm. Free Speech People are entitled to opinions, but not to target or abuse others because of who they are.
Main Activity	Case Study Investigation Provide small groups with age-appropriate case studies. Example: A pupil joins school from another country. Other pupils begin making comments about their accent and repeatedly tell them to "go back where they came from." Groups discuss: • What is happening? • How might the pupil feel? • Why could this be considered a hate incident? • How might their family feel? • What could bystanders do? • What should staff do? Each group feeds back. Teacher records key themes: • Isolation • Fear • Anxiety • Reduced confidence • Feeling unsafe • Community impact You can also provide the Say No To Hate Cards and pose questions for discussion based on the statements.
Plenary	Complete the statement: "If someone experiences a hate incident, they should never have to face it alone because..."
Home Learning	Research a campaign, charity or organisation working to tackle prejudice, discrimination or hate. Create a one-page summary including: • What they do • Why their work matters • How young people can get involved
Display Opportunity	Students create campaign posters answering: "What can we do when we witness hate?"

KS4 Lesson Plan

Lesson Question	What is the difference between a hate incident and a hate crime, and what responsibilities do we have when we witness them?
'Say No To Hate' cards	• Intervention • Free Speech • Intersectionality • Hiding the Problem • Moving Forward
PSHE/RSE Links	Living in the Wider World • Human rights • Equality and discrimination • Respectful relationships • Active citizenship • Community cohesion
Starter	Display: "If a comment was only intended as a joke, it cannot cause serious harm." Students position themselves: • Agree • Unsure • Disagree
Input	Explain: Hate Incident A non-criminal act motivated by prejudice or hostility towards a person's identity. Hate Crime A criminal offence motivated by prejudice or hostility towards a protected characteristic. Discuss examples involving: • Criminal damage • Threatening behaviour • Assault • Online abuse Explore protected characteristics commonly associated with hate crimes: • Race • Religion • Disability • Sexual orientation • Transgender identity Use the campaign cards to discuss: • How prejudice develops. • Why bias matters. • Why silence can enable harm.

	How free speech differs from targeted abuse.
Main Activity	Impact and Response Workshop Provide groups with different scenarios. For each scenario students answer: What happened? Is this: - Unkind behaviour? - A hate incident? - A hate crime? Who is affected? Consider: - Individual victim - Friends - Family - Wider community What could happen if nobody challenges it? What should happen next? What support may be needed? Example scenarios: - Racist graffiti on school property. - Homophobic abuse online. - Disability-related harassment on public transport. - Religious discrimination in a community setting. Groups present their conclusions. You can also provide the Say No To Hate Cards and pose questions for discussion based on the statements.
Plenary	Students complete a personal commitment card: "One action I can take to challenge prejudice and support others is..." Cards can be displayed anonymously.
Home Learning	Write a response to the question: "Why is tackling hate everyone's responsibility?" Students should reference: - Individuals - Schools - Communities - Social media - Society
Display Opportunity	<u>From Bystander to Upstander</u> Students create: - Awareness posters - Reporting guides - Respect pledges



Inclusion
and Belonging



	Community action messages Display alongside the <i>Say No to Hate</i> campaign cards.
--	---