

No Outsiders In Our School

Teaching The Equality Act at Rossett Acre Primary School



THE EQUALITY ACT 2010

The **Equality Act 2010** states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Race
- Sex/ gender
- Sexual orientation

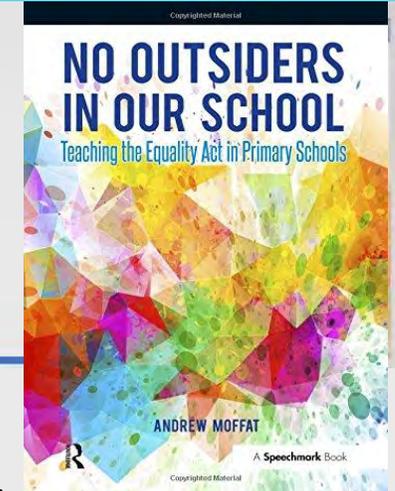


OUR RESPONSIBILITIES

The new draft Ofsted framework states that inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

The school “prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.”

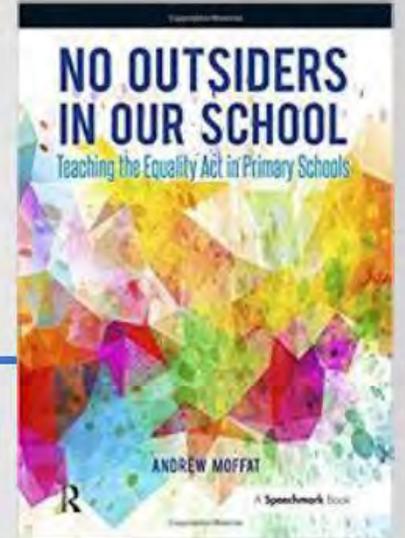
WHAT IS 'NO OUTSIDERS' ABOUT?



At Rossett Acre Primary School, we aim to teach the children to recognise and accept difference. We have the duty to prepare them for life in modern Britain. In school and their future workplace, they will be working alongside peers and colleagues of different race, religion, gender, age, disability and sexual orientation. It is paramount that future generations are able to accept differences, accept the views of others and treat each other with respect, even if they disagree. We expect the children to express their views with kindness and consideration for the feelings of others. Our key message is that we are all equal and we all belong; we are all insiders, there are no outsiders in our school. In order to promote this at Rossett Acre, we have chosen to use a resource that embeds equality, called **'No Outsiders'**.

WHAT IS 'NO OUTSIDERS' ABOUT?

This part of the curriculum links to British Values and Social, Moral, Spiritual and Cultural learning (SMSC). As this is part of the school curriculum, every child takes part. No Outsiders supports outstanding teaching and learning. It challenges stereotypes and the use of derogatory language in lessons and around school. No Outsiders strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.



HOW IS IT TAUGHT?

Through a series of lessons based around common children's picture books.

Pupils will be taught the message:

- **that every individual is equal regardless of their age, gender, race, religion, belief, marital status, transgender identity or sexual orientation**
- and
- **that each individual should be met with respect and tolerance without discrimination or hatred.**

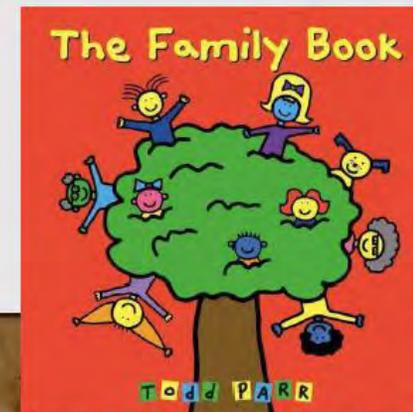
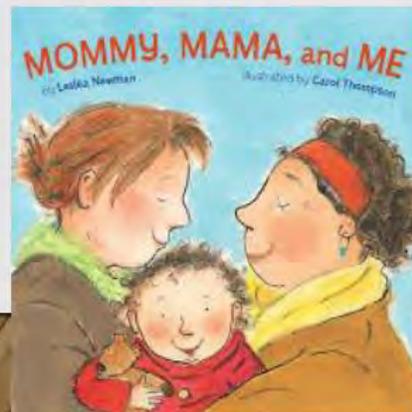
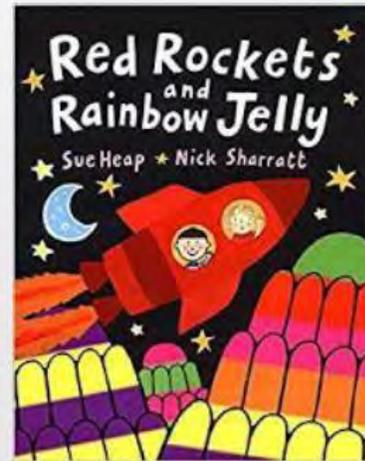
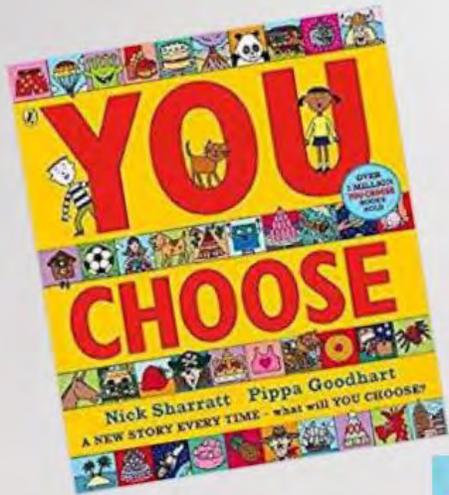
WHAT IS OUR AIM:



	Book	Theme
EY	You Choose – Nick Sharratt Red Rockets and Rainbow Jelly – Sue Heap Hello, Hello – Brendan Wenzel The Family Book – Todd Parr Mommy, Mama and Me – Lesley Newman Blue Chameleon – Emily Gravett	To choose what I like. It's OK to like different things. To say 'hello'. All families are different. To celebrate my family. To make a new friend.
Y1	Elmer – David McKee Going to The Volcano – Andy Stanton Want To Play Trucks? – Ann Stott and Bob Graham Hair, It's A Family Affair – Mylo Freeman My World, Your World – Melanie Walsh Errol's Garden – Gillian Hibbs <i>Ten Little Pirates – Mike Brownlow</i> <i>My Granpa Is Amazing – Nick Butterworth</i> <i>Max The Champion – Max Stockdale</i>	I like the way I am. To join in. To find ways to play together. Proud to be me. I share the world with many people. To work together. <i>To play with boys and girls.</i> <i>Recognise people are different ages.</i> <i>Our bodies work in different ways.</i>
Y2	Can't I Join Your Club – John Kelly and Steph Laberis How to Be A Lion – Ed Vere The Great Big Book of Families – Mary Hoffman Amazing – Steve Antony What The Jackdaw Saw – Julia Donaldson All Are Welcome – Alexandra Penfold <i>Just Because – Rebecca Elliot</i> <i>The Odd Egg – Emily Gravett</i>	To welcome different people. To have self-confidence. To understand what diversity is. What makes a good friend? To communicate in different ways. To know I belong. <i>To feel proud of being different.</i> <i>Understand what makes people proud.</i>

	Book	Theme
Y3	This Is Our House – Michael Rosen We're All Wonders – RJ Palacio Beegu – Alexis Deacon The Truth About Old People – Elina Ellis The Hueys in The New Jumper – Oliver Jeffers Planet Omar: Accidental Trouble Magnet – Zanib Mian <i>Oliver – Birgitta Sif</i>	Understand what discrimination means. Understand what a by-stander is. To be welcoming. To recognise a stereotype. To recognise and help an outsider. To consider living in Britain today. <i>How difference can affect someone.</i>
Y4	Along Came a Different – Tom McLaughlin Dogs Don't Do Ballet – Anna Kemp and Sarah Oglivie Red: A Crayon's Story – Michael Hall Aalfred and Aalbert – Morag Hood When Sadness Comes to Call – Eva Eland Julian Is a Mermaid – Jessica Love <i>King and King – Linda de Hann and Stern Nijland</i> <i>The Way Back Home – Oliver Jeffers</i>	To help someone accept difference. To choose when to be assertive. To be proud of who I am. To find common ground. To look after my mental health. To show acceptance. <i>Why people choose to get married.</i> <i>To overcome language as a barrier.</i>
Y5	Kenny Lives with Erica and Martina – Olly Pike Rose Blanche – Ian McEwan and Roberto Innocenti Mixed – Arree Chung How to Heal a Broken Wing – Bob Graham The Girls – Lauren Lee and Jenny Lovlie And Tango Makes Three – Justin Richardson <i>The Artist Who Painted A Blue Horse – Eric Carle</i>	To consider consequences. To justify my actions. Consider responses to racist behaviour. Recognise when someone needs help. To explore friendship. Express an opinion. <i>Art can demonstrate freedom.</i>
Y6	King of The Sky – Nicola Davies The Only Way Is Badger – Stella J Jones Leaf – Sandra Dieckmann The Island – Armin Greder Introducing Teddy – Jessica Walton A Day in The Life Of Marlon Bundo – Marlon Bundo <i>My Princess Boy – Cheryl Kilodavis</i> <i>The Whisperer – Nick Butterworth</i> <i>Love You Forever – Robert Munsch</i> <i>Dreams Of Freedom – Amnesty International</i>	Consider responses to immigration. Consider language & freedom of speech Overcome fears about difference. To consider causes of racism. To show acceptance. To consider democracy. <i>To promote diversity.</i> <i>To stand up to discrimination.</i> <i>Consider how life changes as you grow up.</i> <i>To recognise my freedom.</i>

WHICH BOOKS ARE USED? RECEPTION



RECEPTION

The Family Book - Todd Parr

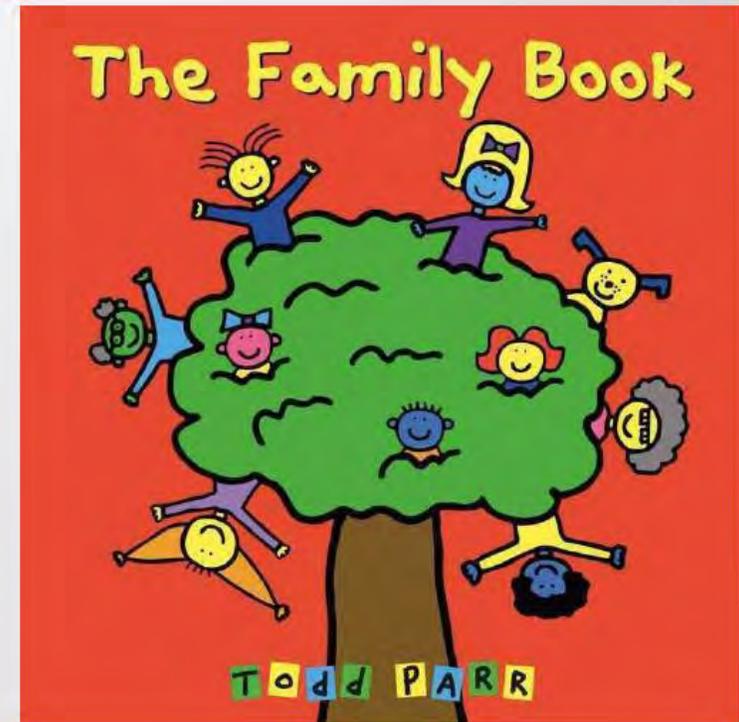
Learning Intention:

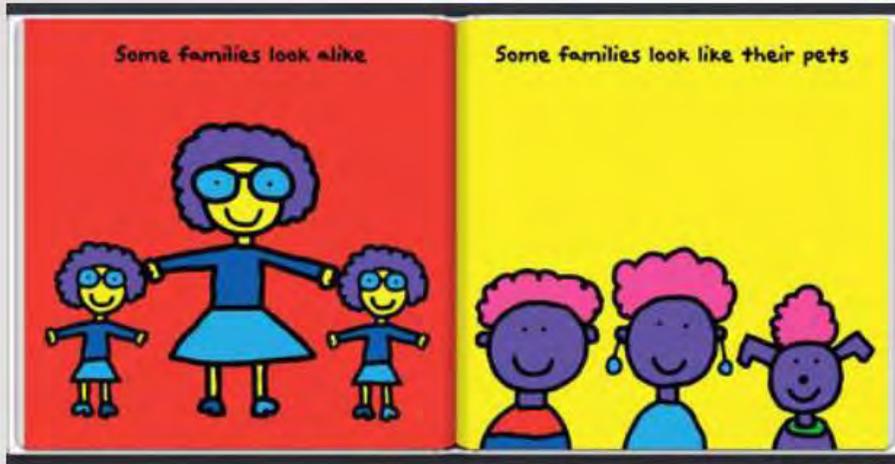
To understand that all families are different.

Success Criteria:

I know who is in my family.

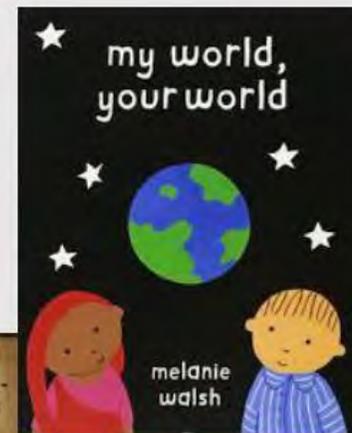
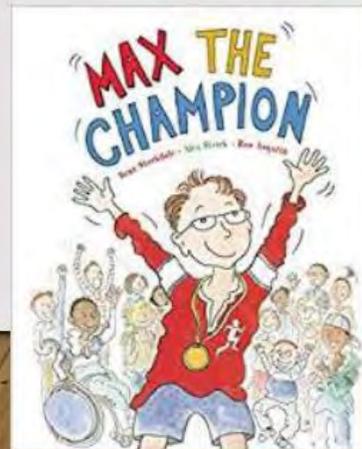
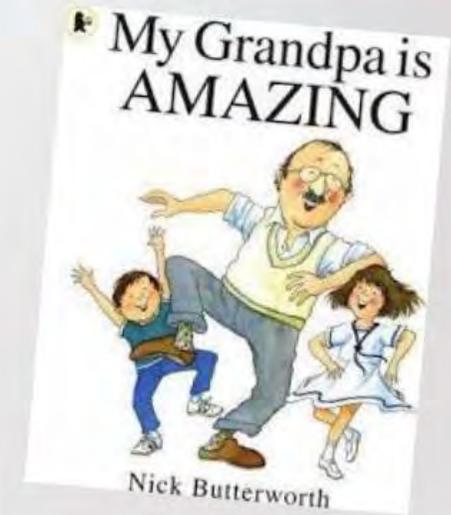
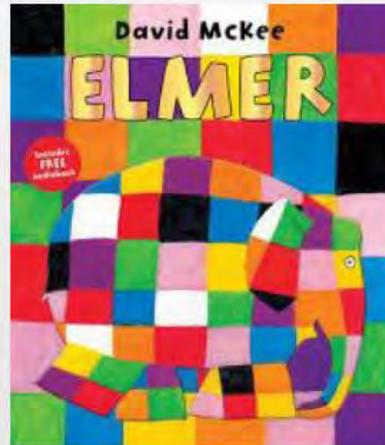
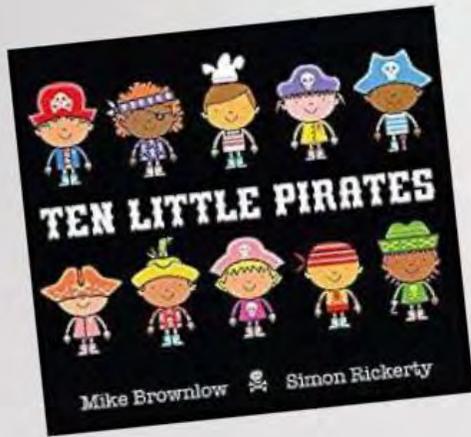
I know that all families are different.





The Family Book celebrates the love we feel for our families and all the different varieties they come in. Whether you have two mothers or two dads, a big family or a small family, a clean family or a messy one, Todd Parr assures readers that no matter what kind of family you have, every family is special in its own unique way.

WHICH BOOKS ARE USED? YEAR 1



YEAR 1

Max The Champion – Sean Stockdale

Learning Intention:

To understand that our bodies work in different ways.

Success Criteria:

I know that everyone is different.

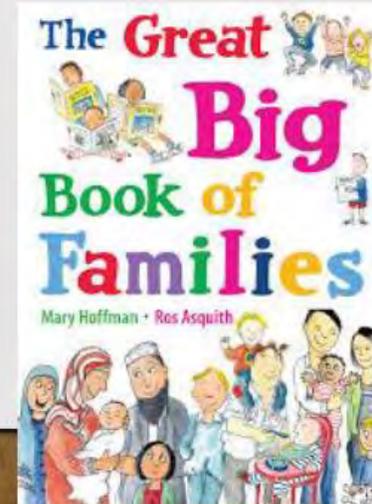
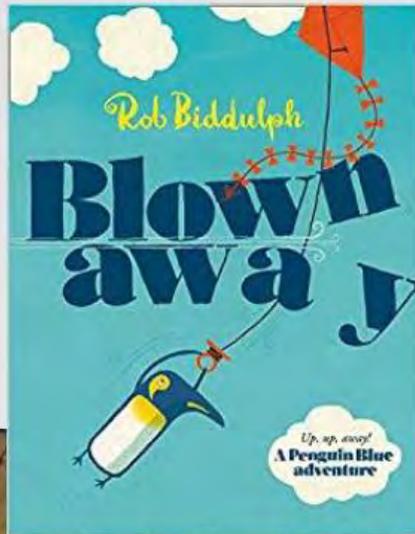
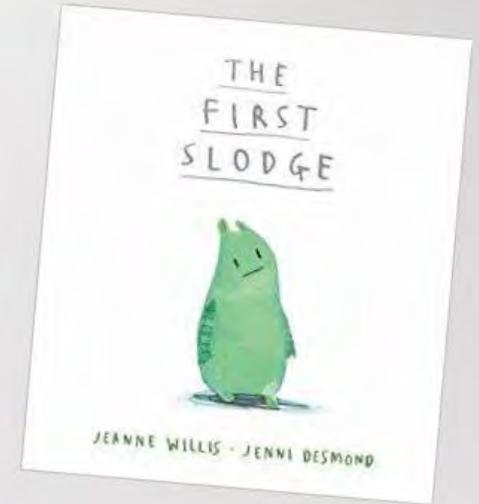
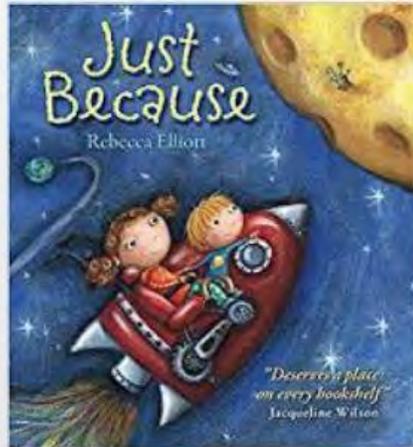
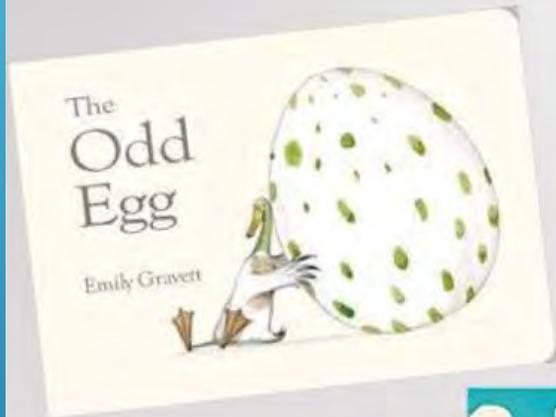
I know that you can't always see the difference.





Max is mad about sport. As he gets up, has breakfast and heads off to school, he is dreaming of competing in world class sporting events. In his real day, he and his class win the school football match and, in his imagination, he and his friends are winning the World Cup. This is a lively and fun approach to sport, and a very inclusive picture book showing disabled children and children without disabilities enjoying different sports together in a natural way. The sports include football, rugby, athletics, cricket, diving, discus throwing and cycling.

WHICH BOOKS ARE USED? YEAR 2



YEAR 2

The First Slodge -Jeanne Willis

Learning Intention:

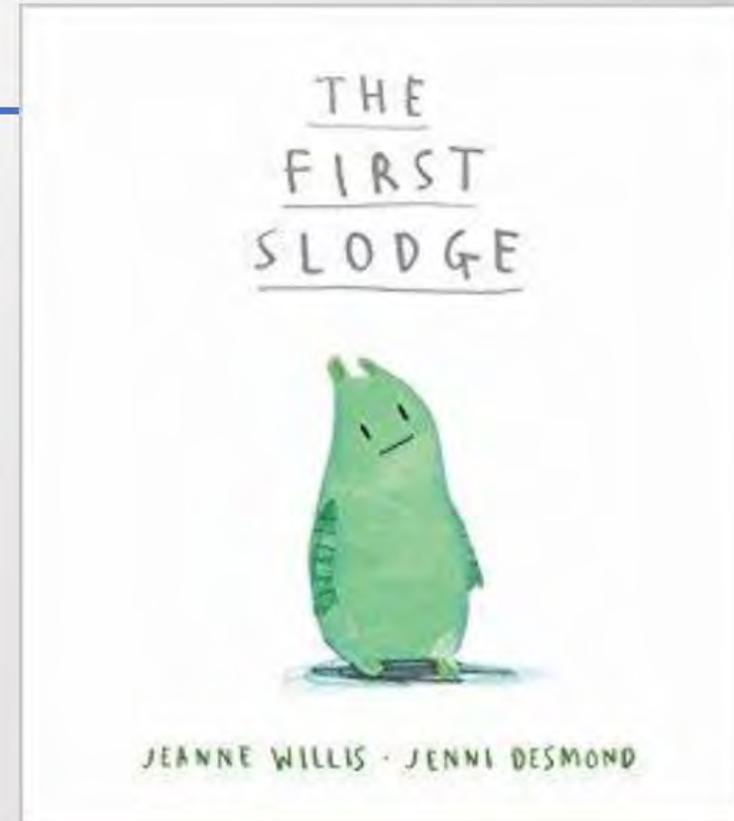
To understand how we share our world.

Success Criteria:

I know there are people who are different from me.

I know I can share the world with different people.

I know that I can get along with different people.

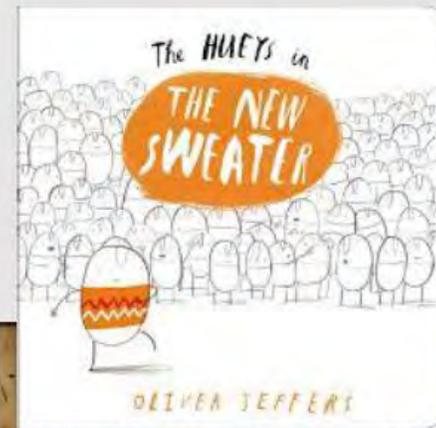
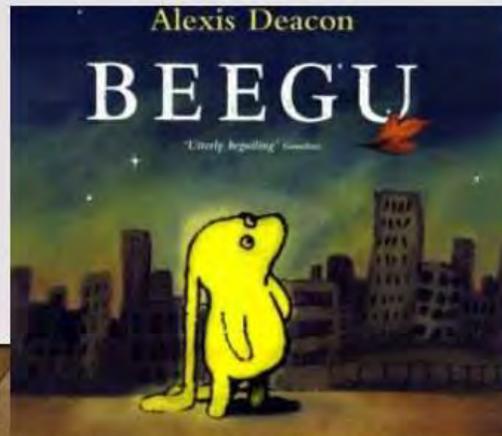
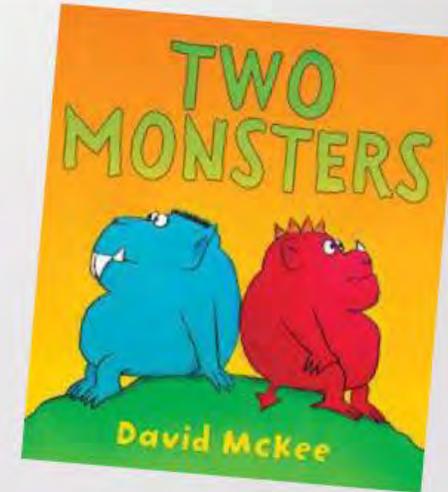
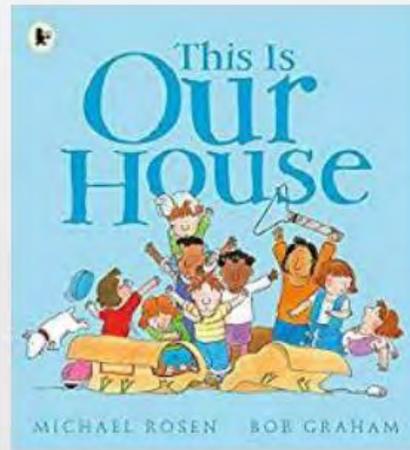
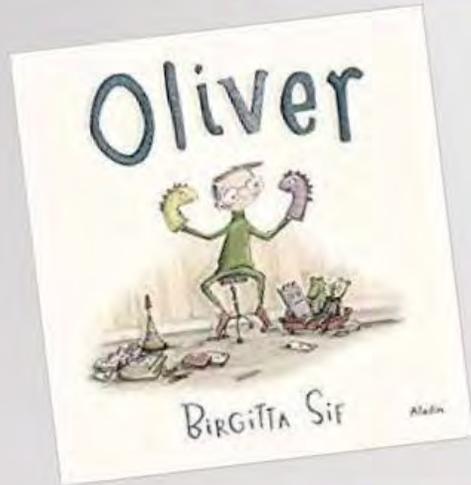




Once upon a slime, there was a Slodge. The first Slodge in the universe. She saw the first moon and stars, the first fruits and flowers. "Mine, all mine!" she said. But what if there was not just one Slodge... but two?

This humorous exploration of sharing and friendship carries an important message: that the world belongs to everyone.

WHICH BOOKS ARE USED? YEAR 3



YEAR 3

This Is Our House- Michael Rosen

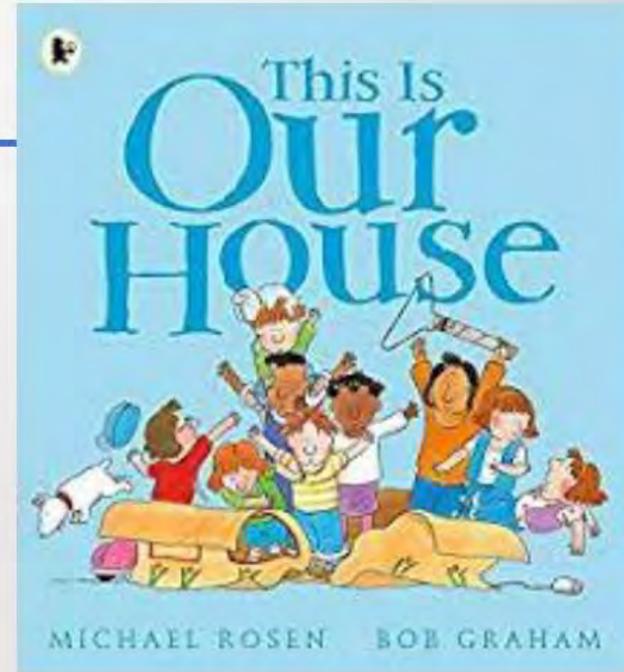
Learning Intention:

To understand what 'discrimination' means.

Success Criteria:

I know how someone can feel like an outsider.

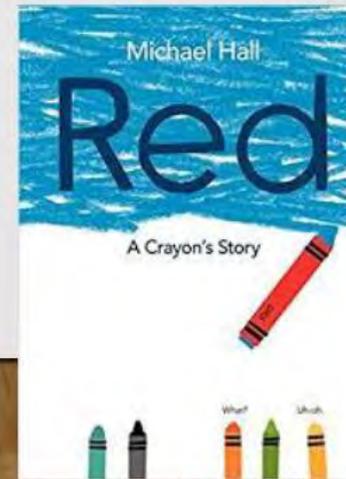
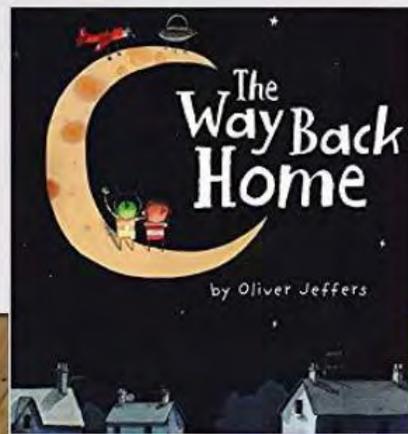
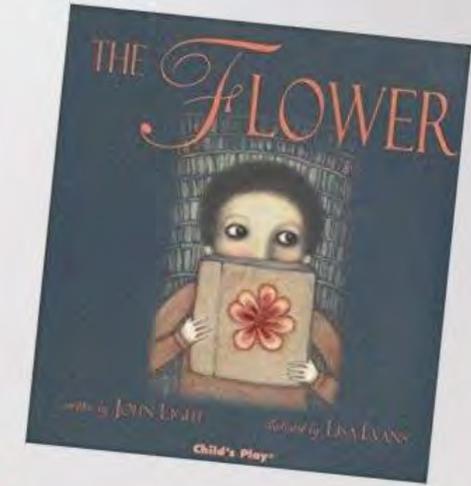
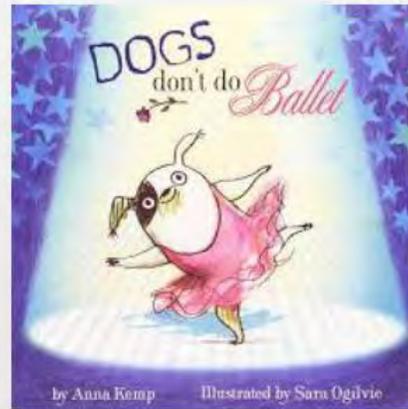
I know how to make sure that there are no outsiders in our school.





From former Children's Laureate Michael Rosen comes a simple and poignant tale of the power of sharing, with superb artwork by award winning illustrator Bob Graham. George says the cardboard house is his and no one else can play in it. It isn't for girls, small people, twins, people with glasses, or people who like tunnels. But Lindy, Marly, Freddie, Charlene, Marlene, Luther, Sophie and Rasheda have other ideas! One by one each child is refused access until tables are turned and George finds how it feels to be on the receiving end. A topical and perceptive book that shows that it is much more fun to share.

WHICH BOOKS ARE USED? YEAR 4



YEAR 4

The Flower - John Light

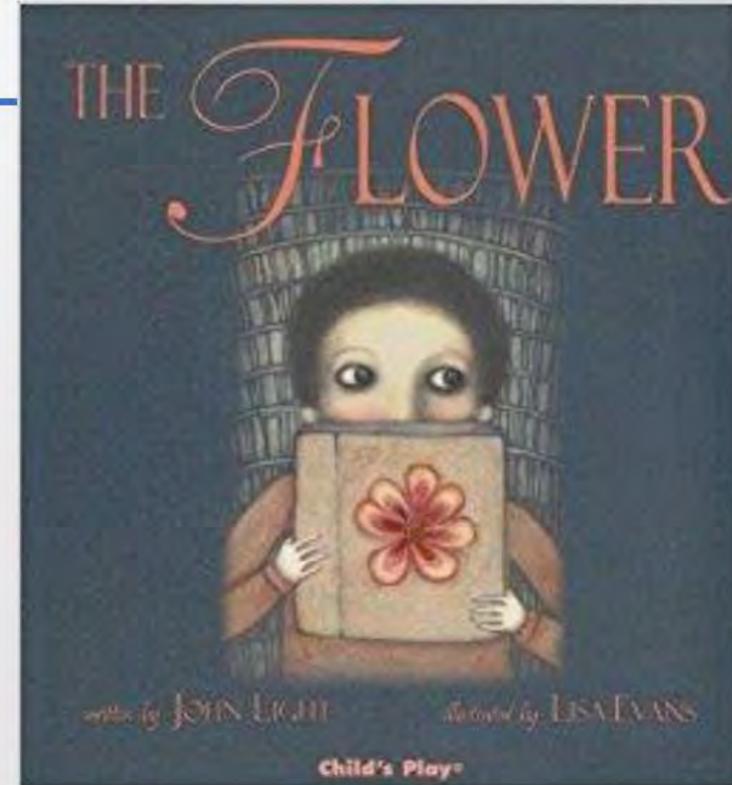
Learning Intention:

To ask questions.

Success Criteria:

I know that we all have a choice

I know why its good to learn about new
and different things.

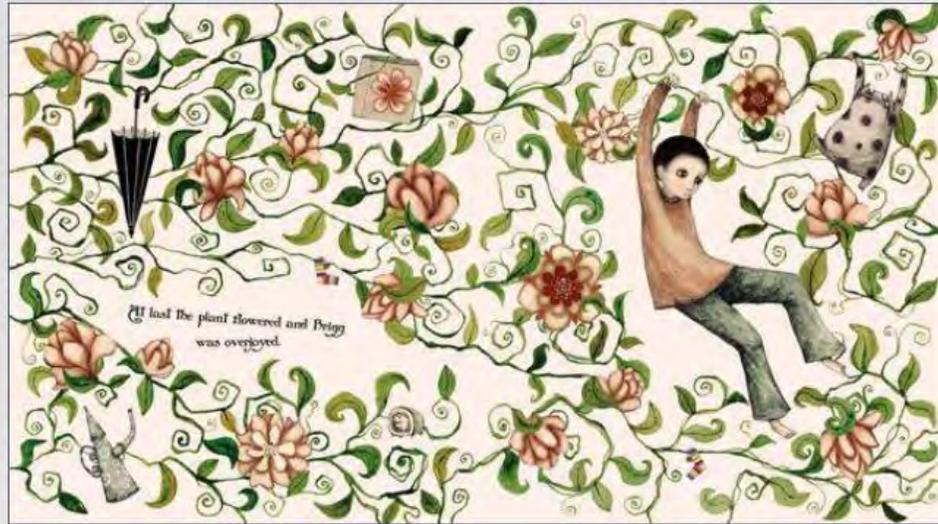




Brigg went into the shop and bought the picture.



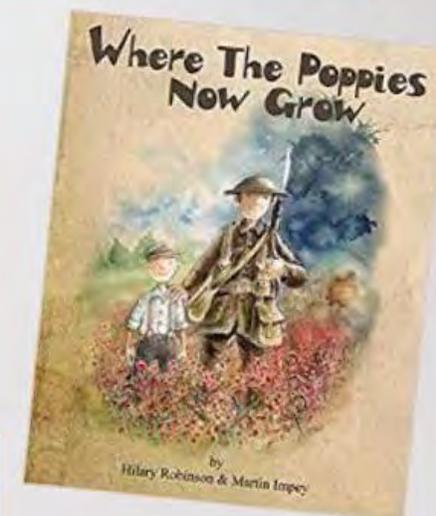
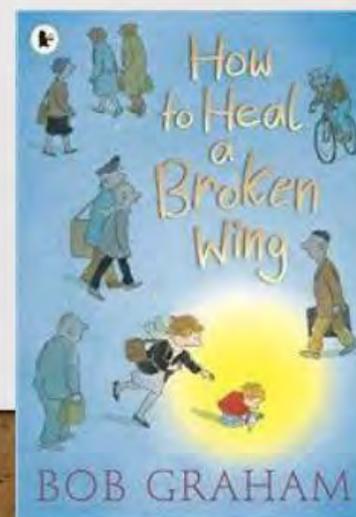
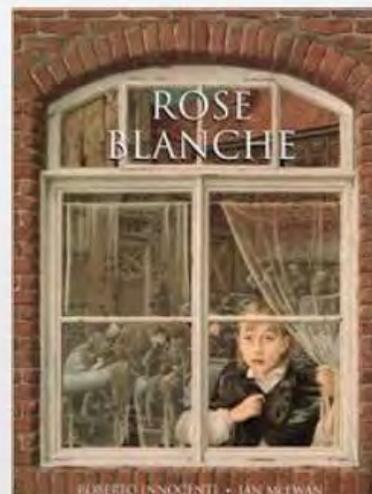
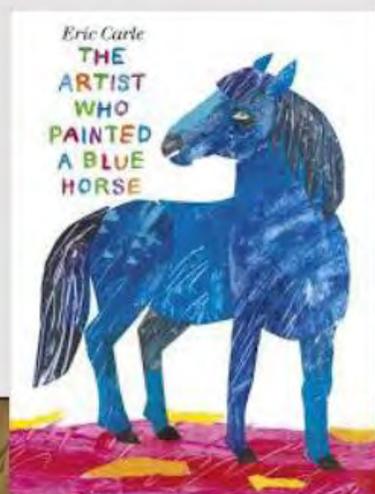
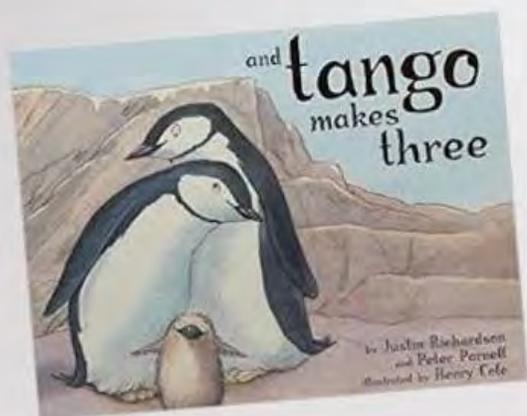
When he got home he looked at the back of it.
It said: Seeds. Brigg felt very excited.
He opened the packet and tipped out the seven grey
wrinkled things.



At last the plant flowered and Brigg
was overjoyed.

Brigg lives in a small, grey room in a large, grey city. When he finds a book in the library labelled 'Do Not Read', he cannot resist taking it home. In it, he comes upon pictures of bright, vibrant objects called flowers. He cannot find flowers anywhere in the city, but stumbles instead on a packet of seeds. This sets off a chain of events which bring about unexpected results, continuing to grow and bloom even after we have turned the last page.

WHICH BOOKS ARE USED? YEAR 5



YEAR 5

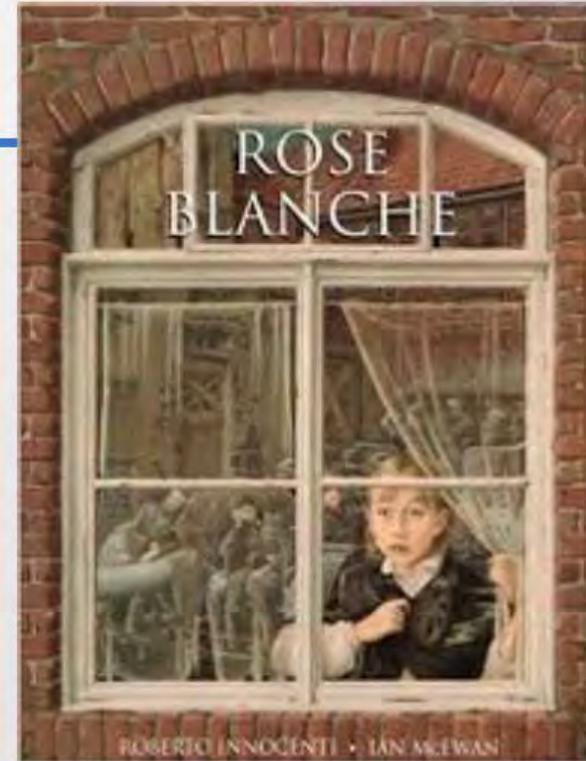
Rose Blanche- Ian McEwan & Roberto Innocenti

Learning Intention: To justify my actions

To challenge the causes of racism

Success Criteria:

I know that sometimes we have to make difficult decisions and I can justify my actions.



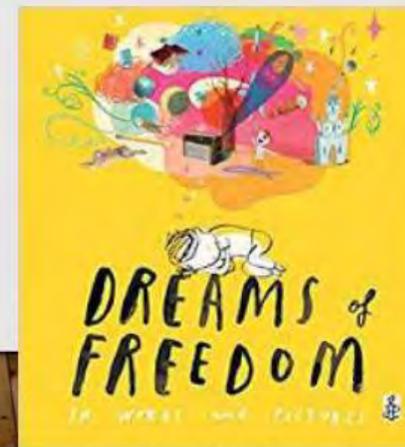
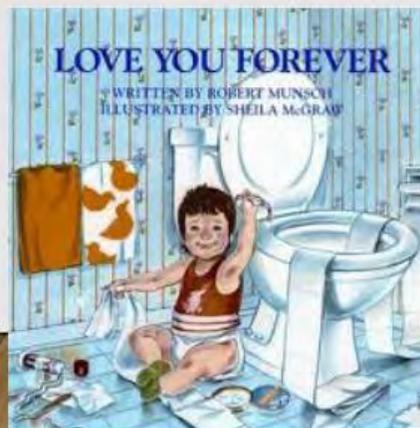
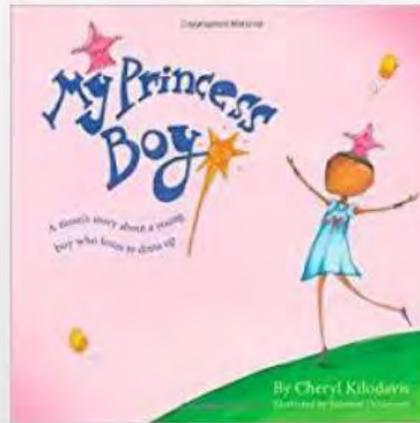
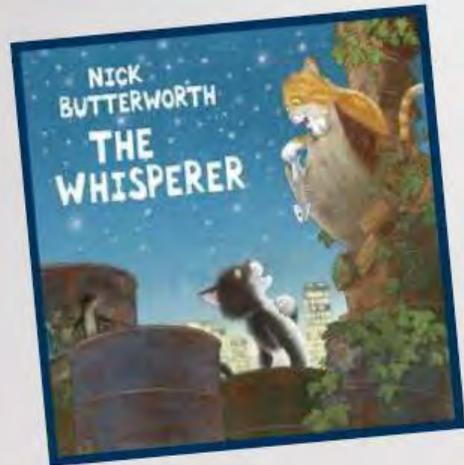
Now the trucks follow each other under the school windows.
They are full of soldiers we don't know, but they wink at us.

They drive tanks that make sparks on the cobblestones. They are so
noisy and smell like diesel oil. They hurt my ears and I have to hold my
nose when they pass by.



Rose Blanche was the name of a group of young German citizens who, at their peril, protested against the war. Like them, Rose observes all the changes going on around her which others choose to ignore. She watches as the streets of her small German town fill with soldiers. One day she sees a little boy escaping from the back of a truck, only to be captured by the mayor and shoved back into it. Rose follows the truck to a desolate place out of town, where she discovers many other children, staring hungrily from behind an electric barbed wire fence. She starts bringing the children food, instinctively sensing the need for secrecy, even with her mother. Until the tide of the war turns and soldiers in different uniforms stream in from the East, and Rose and the imprisoned children disappear for ever ...

WHICH BOOKS ARE USED? YEAR 6



YEAR 6

The Island - Armin Greder

Learning Intention:

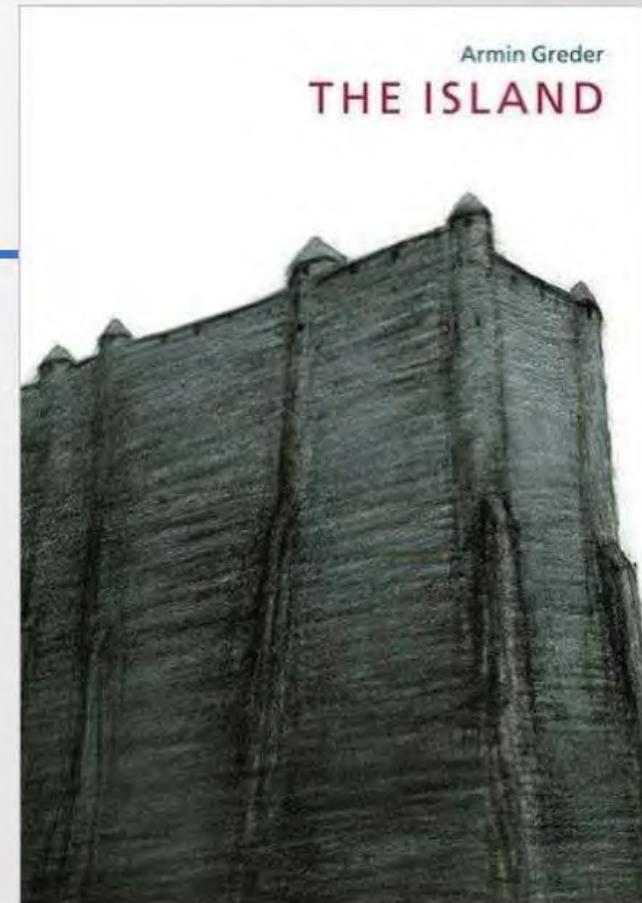
To challenge the causes of racism

Success Criteria:

I know what prejudice is.

I know what can happen if racism is not challenged.

I know how to challenge racist behaviour.





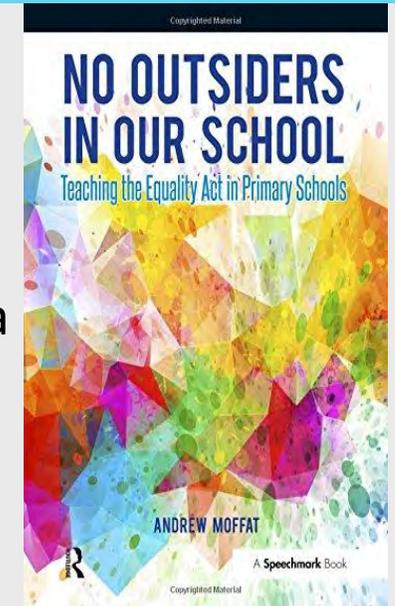
When the people of the Island discover a man and a tattered raft on their beach, they are reluctant to take him in. He doesn't look like them. But they cannot send him back to the sea where he will surely perish. Instead, they put him aside but even that doesn't solve their problem.

The Island is an astonishing and powerful picture book about refugees, xenophobia, multiculturalism, social politics and human rights. It tackles big themes in subtle ways.

The importance message with No Outsiders is that we are teaching about Equality. Everyone is welcome at our school and we treat others the way we would like to be treated, whether the individual is a wheelchair user, gay or is a different skin colour. Everyone is equal and welcome.

We also tackle homophobic, biphobic and transphobic language at school, just like with racism. Our school has a duty of care to challenge any language which may cause offence to others, whether used intentionally or not.

No Outsiders lessons celebrate diversity. The lessons are not one-off lessons; the ethos is all around the school and is part of the Equality Act of 2010. We are also taking part in the Red Kite RED Award which promotes the teaching of Respect – Equality and Diversity.



No Outsiders In Our School

Any questions?

Let's look at the books...

