



# No Outsiders In Our School:

Teaching the Equality Act at Rossett Acre Primary School



# The Equality Act 2010

It is essential that our pupils are prepared for life in modern Britain, and understand how to be responsible, active citizens that contribute positively to society. We effectively promote equality and diversity within the school, using the No Outsiders approach.

## PROTECTED CHARACTERISTICS

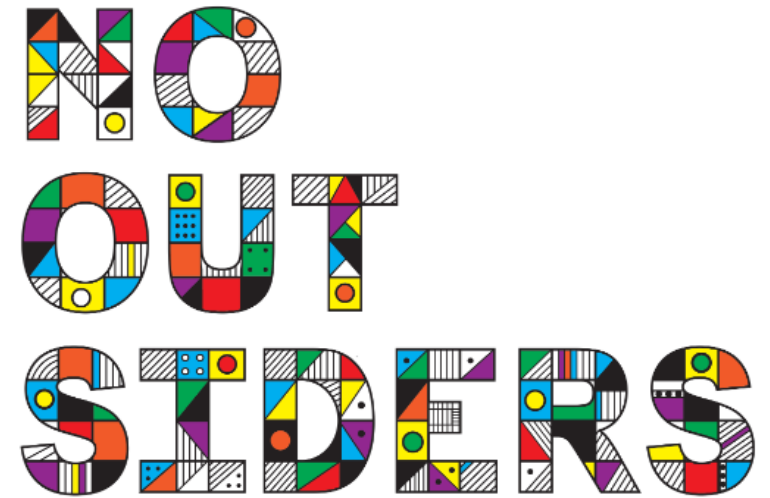
IT IS AGAINST THE LAW TO DISCRIMINATE AGAINST SOMEONE BECAUSE OF THEIR...





# What is No Outsiders about?

At Rossett Acre, we aim to teach the children to recognise and accept difference in order to prepare them for life in modern Britain. In school and their future workplace, they will be working alongside their peers and colleagues of different race, gender, age, disability and sexual orientation.



**EVERYONE IS WELCOME IN OUR SCHOOL.**  
*No one is the same, but everyone is equal.*



# What is No Outsiders about?

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 children to express their views with kindness and consideration 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. This was created by Andrew Moffat who was awarded an MBE for his work in promoting Diversity.

“Everyone is an insider, there are no outsiders, whatever their beliefs whatever their colour, or gender.” – Desmond Tutu.



## How is it taught?

A series of lessons will be taught using carefully selected children's picture books.

Children will be taught the message:

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





# The Books

	Book	Theme
EY	<b>You Choose – Nick Sharratt</b> <b>Red Rockets and Rainbow Jelly – Sue Heap</b> <b>Hello, Hello – Brendan Wenzel</b> <b>The Family Book – Todd Parr</b> <b>Mommy, Mama and Me – Lesley Newman</b> <b>Blue Chameleon – Emily Gravett</b>	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	<b>Elmer – David McKee</b> <b>Going to The Volcano – Andy Stanton</b> <b>Want To Play Trucks? – Ann Stott and Bob Graham</b> <b>Hair, It's A Family Affair – Mylo Freeman</b> <b>My World, Your World – Melanie Walsh</b> <b>Errol's Garden – Gillian Hibbs</b> <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	<b>Can't I Join Your Club – John Kelly and Steph Laberis</b> <b>How to Be A Lion – Ed Vere</b> <b>The Great Big Book of Families – Mary Hoffman</b> <b>Amazing – Steve Antony</b> <b>What The Jackdaw Saw – Julia Donaldson</b> <b>All Are Welcome – Alexandra Penfold</b> <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>



# The Books

	Book	Theme
Y3	<b>This Is Our House – Michael Rosen</b> <b>We're All Wonders – RJ Palacio</b> <b>Beegu – Alexis Deacon</b> <b>The Truth About Old People – Elina Ellis</b> <b>The Hueys in The New Jumper – Oliver Jeffers</b> <b>Planet Omar: Accidental Trouble Magnet – Zanib Mian</b> <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	<b>Along Came a Different – Tom McLaughlin</b> <b>Dogs Don't Do Ballet – Anna Kemp and Sarah Oglivie</b> <b>Red: A Crayon's Story – Michael Hall</b> <b>Aalfred and Aalbert – Morag Hood</b> <b>When Sadness Comes to Call – Eva Eland</b> <b>Julian Is a Mermaid – Jessica Love</b> <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	<b>Kenny Lives with Erica and Martina – Olly Pike</b> <b>Rose Blanche – Ian McEwan and Roberto Innocenti</b> <b>Mixed – Arree Chung</b> <b>How to Heal a Broken Wing – Bob Graham</b> <b>The Girls – Lauren Lee and Jenny Lovlie</b> <b>And Tango Makes Three – Justin Richardson</b> <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	<b>King of The Sky – Nicola Davies</b> <b>The Only Way Is Badger – Stella J Jones</b> <b>Leaf – Sandra Dieckmann</b> <b>The Island – Armin Greder</b> <b>Introducing Teddy – Jessica Walton</b> <b>A Day in The Life Of Marlon Bundo – Marlon Bundo</b> <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>



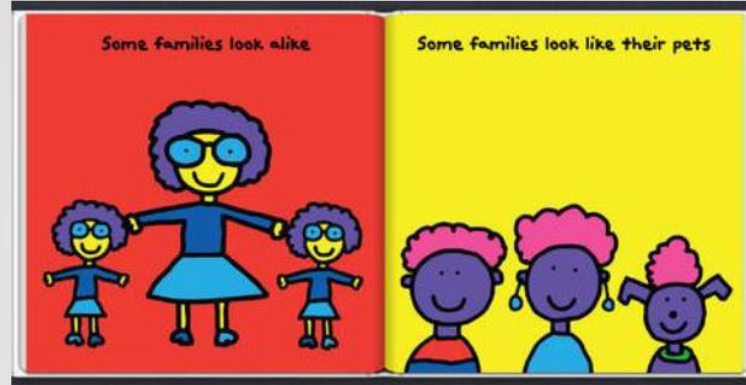
# Early Years Core Books







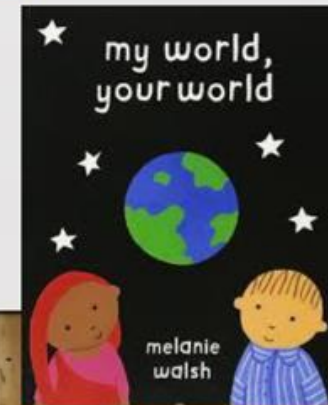
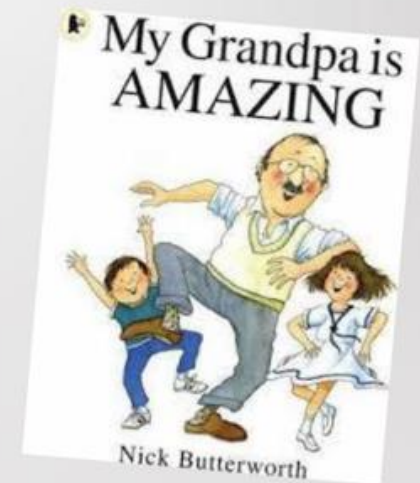
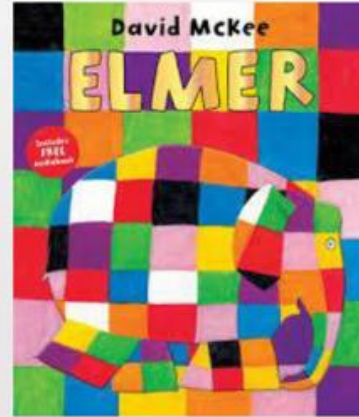
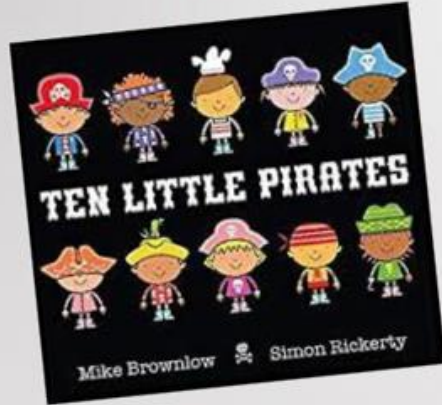
# Early Years – All Families Are Different



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.



# Year 1 Core Books







# Year 1 – Our bodies work in different ways



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.



# Year 2 Core Books







# Year 2 – Sharing our world 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.



# Year 3 Core Books





# Year 3 – Understand what discrimination means



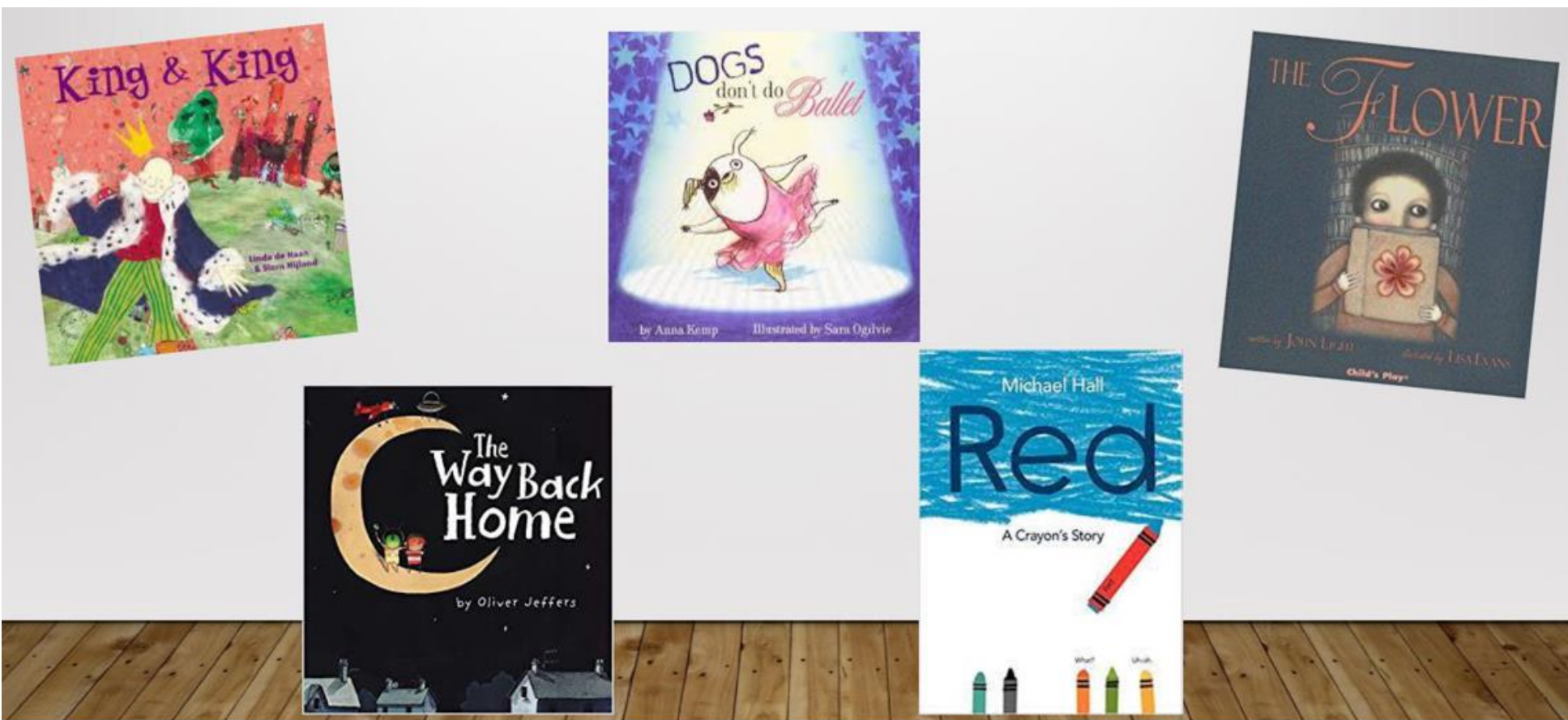
Our House – Michael Rosen

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.





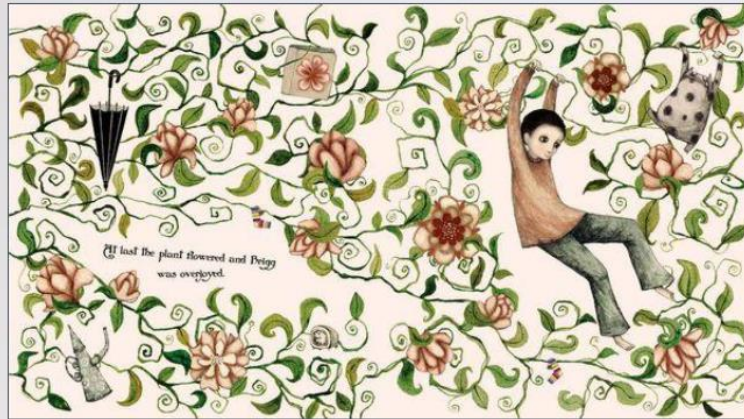
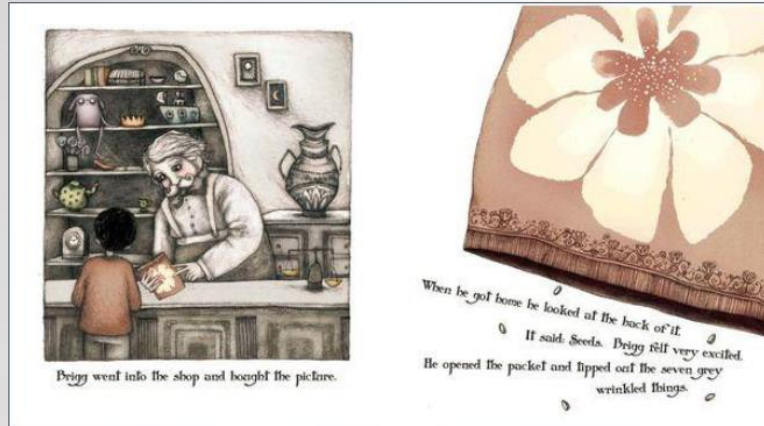
# Year 4 Core Texts







# Year 4 - To learn about new things



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.



# Year 5 Core Texts



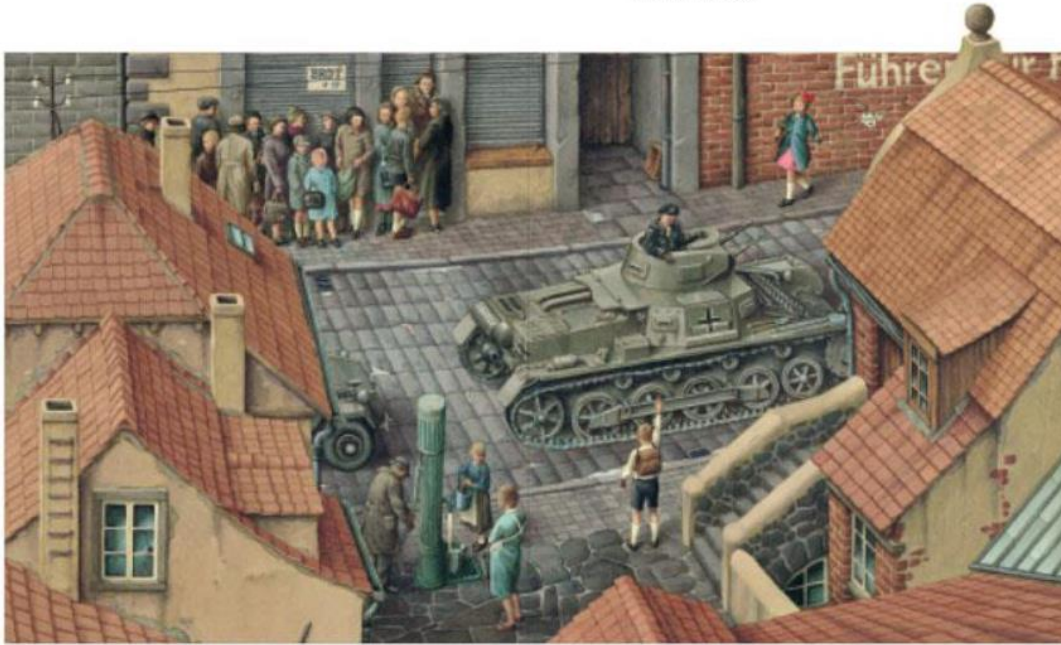




# Year 5 – To justify my actions

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

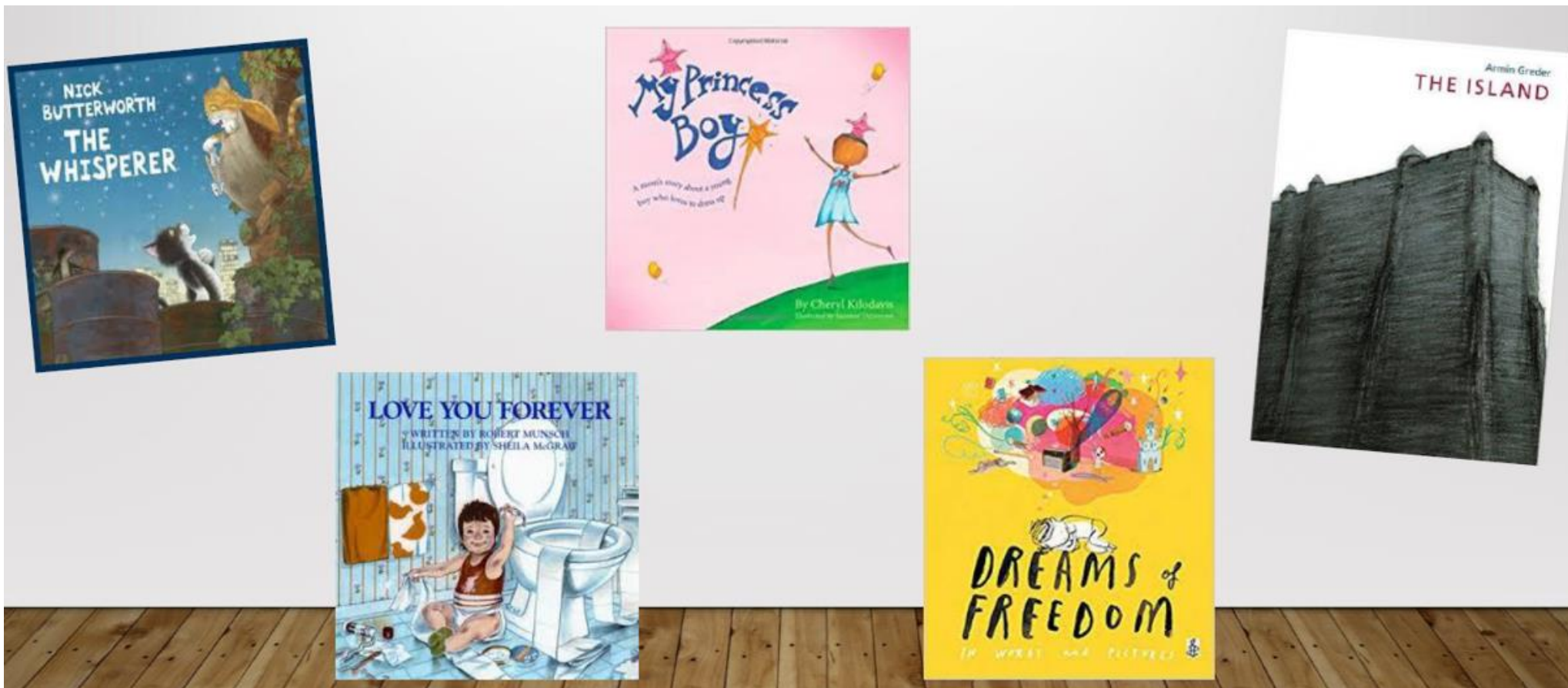
They drive tanks that make sparks on the cobblestones. They are so  
noisy and smell like diesel oil. They hurt my ears and I have to hold my  
nose when they pass by.



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 ...



# Year 6 Core Texts







# Year 6 – To challenge the causes of racism



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.



# No Outsiders

The important message with No Outsiders is that we are teaching about Equality at an age-appropriate level. Everyone is welcome in our school and we treat others the way we want to be treated, whether the individual is a wheelchair user, gay or is a different skin colour. Everyone is equal and welcome.

Our school has a duty of care to challenge any language used which may cause offence to others, whether used intentionally or not. This includes homophobic, biphobic and transphobic language as well as racism.

No Outsiders lessons celebrate diversity. The lessons are not one-off lessons; the ethos is all around school and is part of the Equality Act of 2010. We also hold half-termly No Outsiders assemblies as well as our Weekly Diverse Picture Book assembly, which introduces children to a range of stories and people from a wide range of diverse backgrounds.

We were also the first school in the Red Kite Learning Trust to achieve the RED award for our promotion of Respect, Equality and Diversity.





We hope you have found this presentation helpful, for further details, see our [Diversity and Equality](#) page on the website.