

# No Outsiders in Our School

***"We are not born with prejudice, we learn it. Our diversity is a gift- a wonderful blessing from God. Let us celebrate it"***



As a Catholic school we promote the Gospel values of love and forgiveness. We welcome and value everyone in our school, celebrating and valuing our differences, our uniqueness and that we are all equally loved by God. We aim to ensure that pupils are happy and excited about living and learning in a community full of difference and diversity.

To ensure that our children are taught to live out these values, the school has adopted the 'No Outsiders in Our School' text based approach, through which our children learn about equality and diversity. This is one aspect of how we teach children about equality and diversity through the curriculum.

It is important that all pupils gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. 'No Outsiders' is a recommended resource to teach pupils to respect and accept difference and diversity using the Equality Act 2010 (British Law) as a solid foundation. It promotes a proactive approach to bullying, teaches British Values, reduces potential for radicalisation and prepares children for life in Modern Britain.

## Teaching the Equality Act

### Aims:

- Promote equality of opportunity in schools and prevent discrimination.
- Teach children about the Equality Act 2010.
- Create a positive culture in the school where all groups of people are welcome.
- Teach children to feel comfortable in themselves while recognising and celebrating difference and diversity in others.
- Prepare children to leave primary school happy and excited about living in a community full of difference and diversity.
- To contribute positively to society and life in Britain as they grow up.

### How is it taught?

- 35 picture books: 5 in each year group from EYFS to Y6.
- Picture books deal with all equalities in the Equality Act (race, religion, gender, gender identity including transgender, age, disability, sexual orientation)
- Each characteristic is taught in context with British Law.
- Creates and develops a whole school ethos.

## An Overview of Learning Intentions

|               |   |  |  |  |  |
|---------------|---|--|--|--|--|
| <b>EYFS</b>   | To say what I think                             | To understand that it's Ok to like different things  | To make friends with someone different   | To understand that all families are different        | To celebrate my family   |
| <b>Year 1</b> | To like the way I am                            | To play with boys and girls  | To recognise that people are different ages  | To understand that our bodies work in different ways | To understand we share the world with lots of people                               |
| <b>Year 2</b> | To understand what diversity is                 | To understand how we share the world   | To understand what makes people feel proud   | To feel proud of being different                     | To be able to work with everyone in my class                                       |
| <b>Year 3</b> | To understand how difference can affect someone | To understand what 'discrimination' means  | To find a solution to a problem  | Use strategies to help someone who feels different   | To be welcoming  |
| <b>Year 4</b> | To know when to be assertive                    | To understand why people choose to get married   | To overcome language as a barrier  | To ask questions and know that we have a choice      | To be who you want to be   |
| <b>Year 5</b> | To learn from our past                          | To justify my actions  | To recognise when someone needs help   | To appreciate artistic freedom                       | To accept people who are different from me   |
| <b>Year 6</b> | To promote diversity (Gender Identity)          | To stand up to discrimination (What is the Equality Act? How can we make sure everyone feels welcome at our school?) | To know what prejudice is and how it can happen if racism is not challenged.<br>To challenge the causes of racism. | To consider how my life may change as I grow up      | To recognise my freedom.<br>I know I can decide how I live my life when I grow up. |

## Picture Books

|               |   |  |   |   |  |
|---------------|---|--|---|---|--|
| <b>EYFS</b>   | You Choose<br>Nick Sharratt and Sue Heap                      | Red Rockets and Rainbow Jelly<br>Nick Sharratt       | Blue Chameleon<br>Emily Gravett           | The Family Book<br>Todd Parr                      | Mommy, Mama and Me<br>Leslea Newman        |
| <b>Year 1</b> | Elmer<br>David McKee  | Ten Little Pirates<br>Mike Brownlow & Simon Rickarty | My Grandpa is Amazing<br>Nick Butterworth | Max the Champion<br>Sean Stockdale                | My World, Your World<br>Melanie Walsh      |
| <b>Year 2</b> | The Great Big Book of Families<br>Mary Hoffman                | The First Slodge<br>Jeanne Willis                    | The Odd Egg<br>Emily Gravett              | Just Because<br>Rebecca Elliot                    | Blown Away<br>Bob Biddulph                 |
| <b>Year 3</b> | Oliver<br>Birgitta Siff                                       | This is Our House<br>Michael Rosen                   | Two Monsters<br>David McKee               | The Hueys in the New Jumper<br>Oliver Jeffers     | Beegu<br>Alexis Deacon                     |
| <b>Year 4</b> | Dogs Don't Do Ballet<br>Anna Kemp                             | King and King<br>Linda de Haan                       | The Way Back Home<br>Oliver Jeffers       | The Flower<br>John Light                          | Red: A Crayon's Story<br>Michael Hall      |
| <b>Year 5</b> | Where the Poppies Now Grow<br>Hilary Robinson & Martin Impney | Rose Blanche<br>Ian McEwan                           | How to Heal a Broken Wing<br>Bob Graham   | The Artist who Painted a Blue Horse<br>Eric Carle | And Tango Makes Three<br>Justin Richardson |
| <b>Year 6</b> | My Princess Boy<br>Cheryl Kilodavis                           | The Whisperer<br>Nick Butterworth                    | The Island<br>Armin Greder                | Love You Forever<br>Robert Munsch                 | Dreams of Freedom<br>Amnesty International |