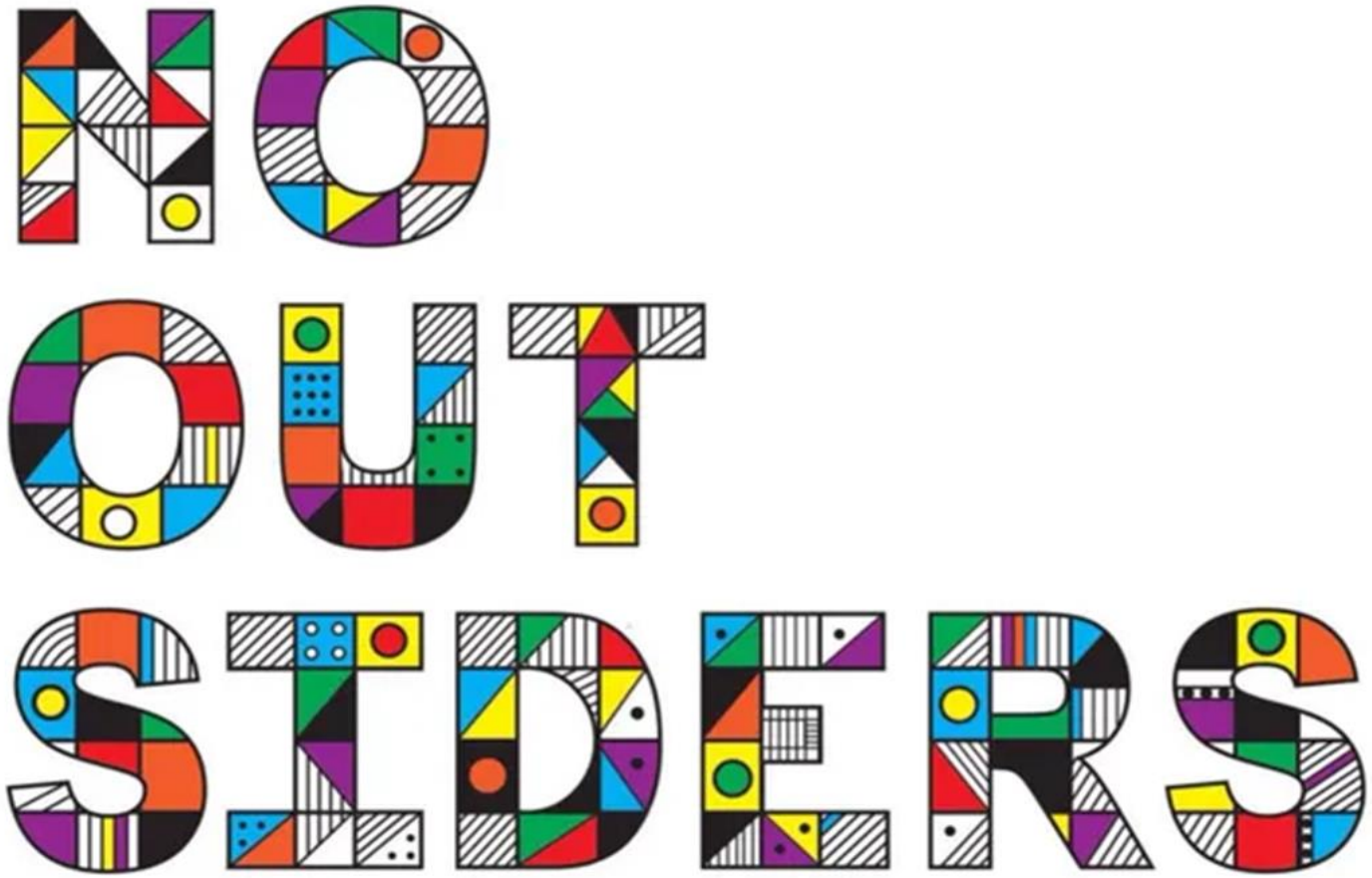
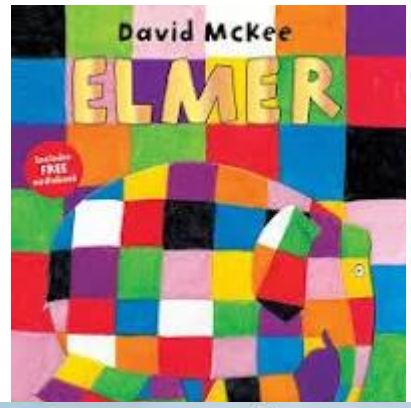
Information for parents



What is No Outsiders?

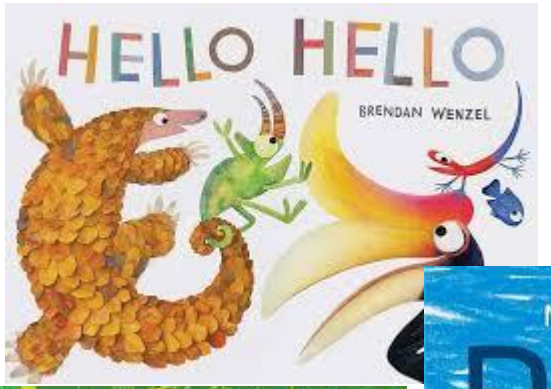
- A whole school framework to deliver an **inclusive curriculum** and **ethos**.
- Mosspits is now a *registered* **No Outsiders** school.
- Central to **No Outsiders** is teaching pupils that *everyone is different and everyone belongs.*
- 43 lesson plans which all use a carefully-chosen *picture book*.
- Each book has been written to suit ages 4-11.

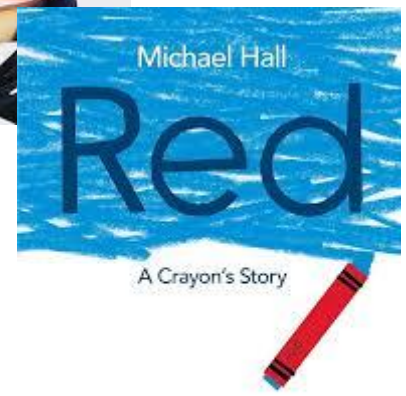
No Outsiders picture books

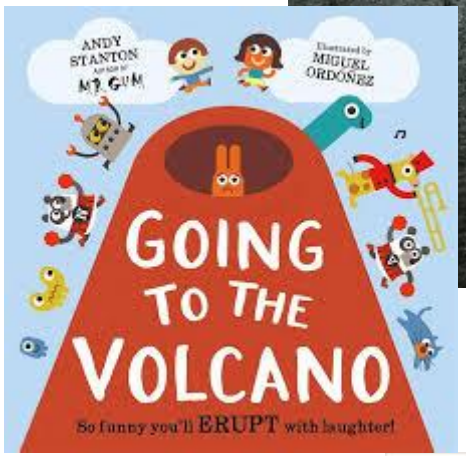


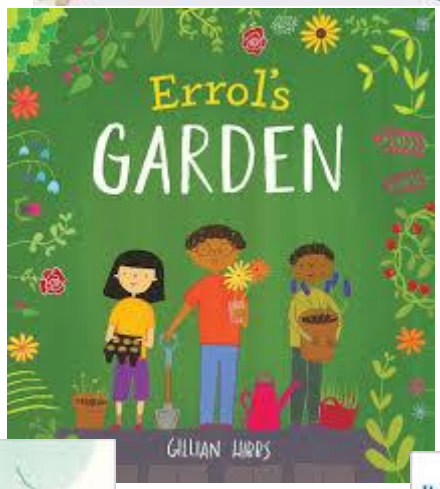




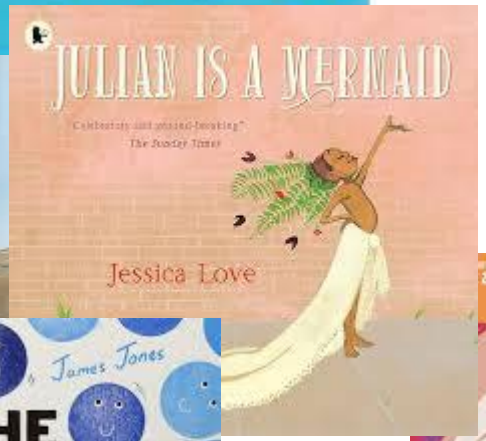


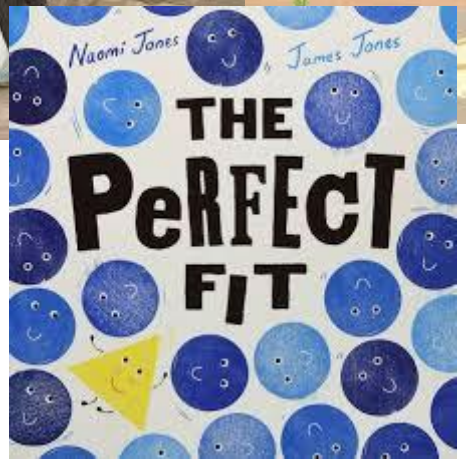




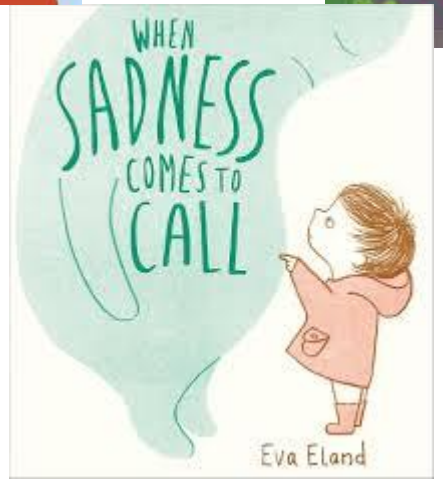
















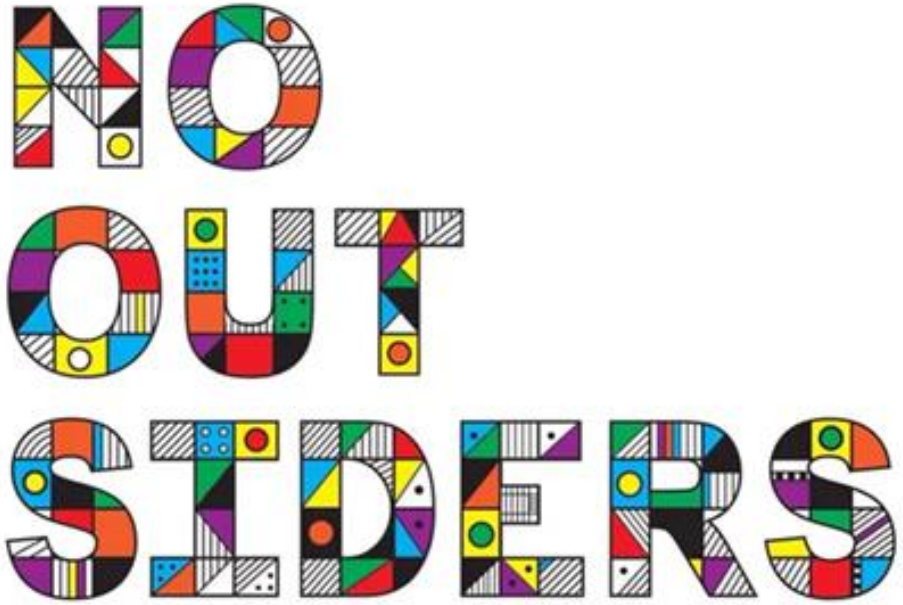
Why do we need it?

NO OUT SIDERS

To help pupils to:

- know that everyone is **different.**
- be **empowered** to challenge **prejudice** in society.
- **accept** and **respect** people's **differences** and learn how we can live together in our communities.
- learn about **different views** - not everyone thinks the same way.
- prepare for **life in modern Britain** and as **global citizens.**





gives us a **whole school common language** and framework to develop what we have already.

- Children understand *no one is left out* here because **we all belong.**
- Our **behaviour,** our **language** and the way we treat someone can make them feel like an outsider.
- Every child know what it feels like to be left out and no one wants to be left out. Children understand the concept.



Equality Act 2010

NO OUT SIDERS

What does British law say?

- **Equality Act 2010** applies to all schools.

- 9 **protected characteristics.**

DfE: Relationships Education 2019 – statutory

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education….schools should ensure that **the needs of all pupils are appropriately met**, and that all pupils understand **the importance of equality and respect**.

Schools must ensure that they comply with the relevant provisions of the **Equality Act 2010**, (The Equality Act 2010 and Schools), under which *sexual orientation* and *gender reassignment* are amongst the protected characteristics.

[Paragraph 36]

What does Ofsted say about inclusion?

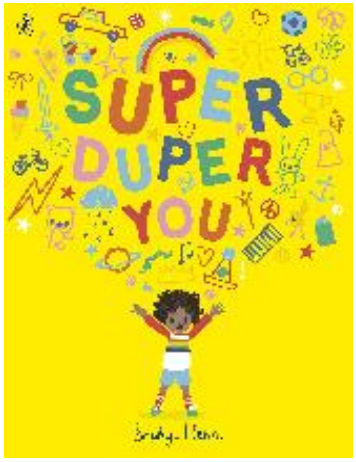
Personal Development

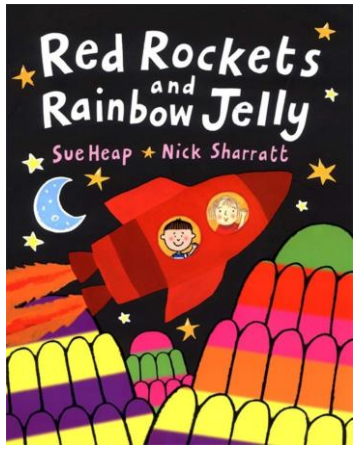
- through the curriculum, assemblies, wider opportunities, visits, discussions and literature, develop and deepens pupils' understanding of the **fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance;**
- **promote equality of opportunity** so that all **pupils can thrive together, understanding that difference is a positive, not a negative**, and that **individual characteristics make people unique**. This includes, but is not limited to, pupils' understanding of the **protected characteristics** and how **equality and diversity** are promoted;
- ensure **an inclusive environment** that meets **the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation**, and where **no discrimination exists**, for example in respect of wider opportunities for pupils;
- develops pupils' characters, which we define as a set of **positive personal traits, dispositions and virtues** that informs pupils' motivation and guides their conduct so that they **reflect wisely,** learn eagerly, **behave with integrity** and **cooperate consistently well with others**. This gives pupils the qualities they need to flourish in our society.

How do we teach about this at an *age-appropriate level*?

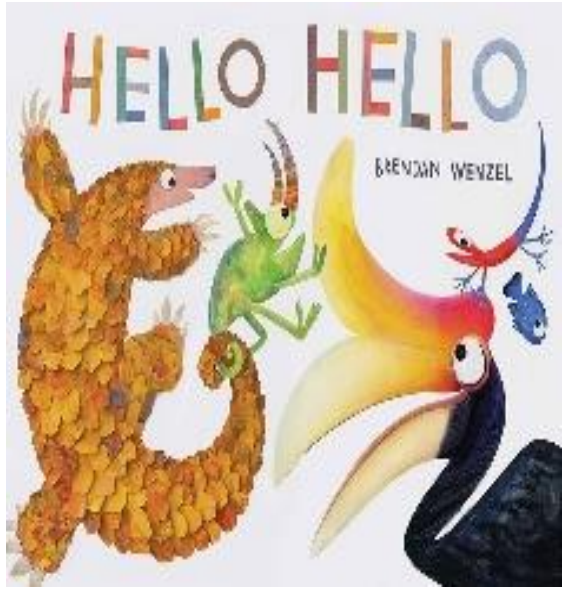
EYFS

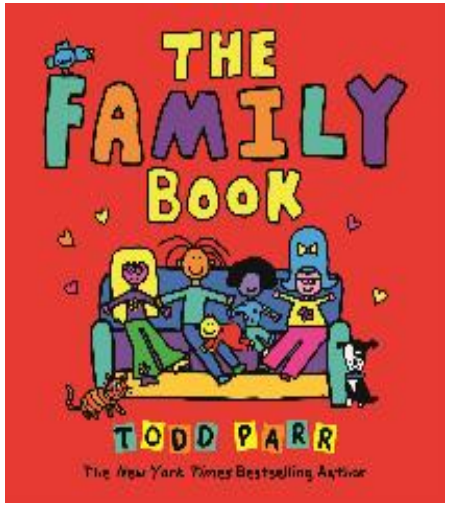
- **Simplistic** language: *we are all different and we can all be friends*.

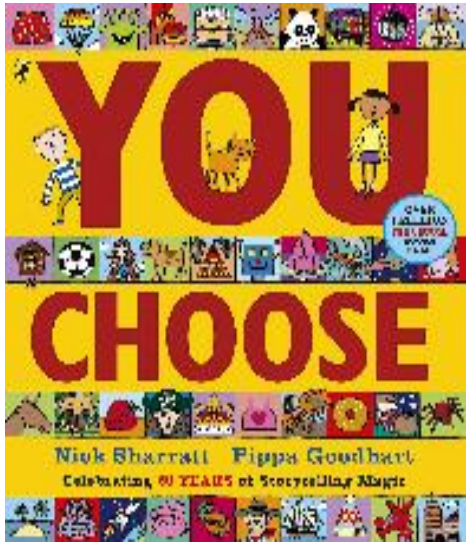




- Books with **a simple message** – *it's ok to like different things*; you and I may be different and we may be the same in some ways – that's ok.









NO OUT SIDERS

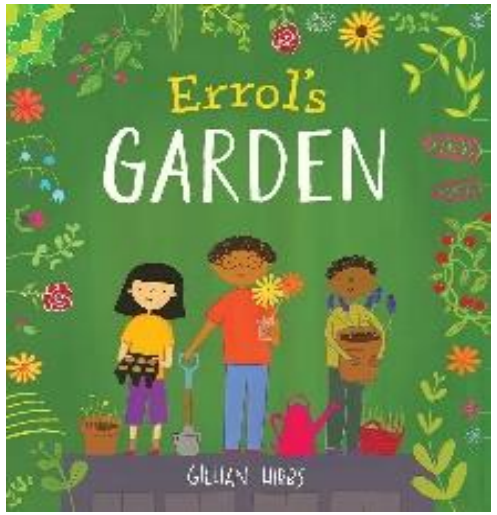
How do we teach about this at an *age-appropriate level?*

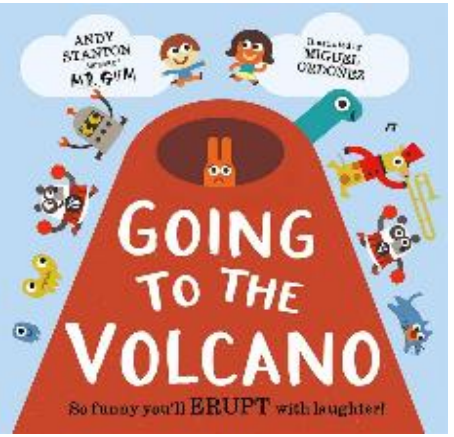
Key Stage 1

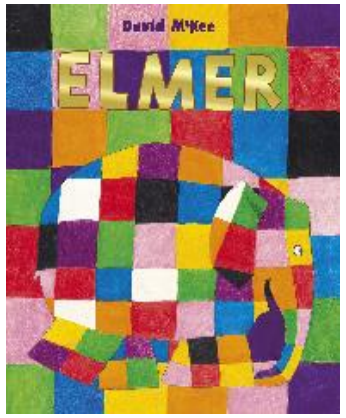
Year 1

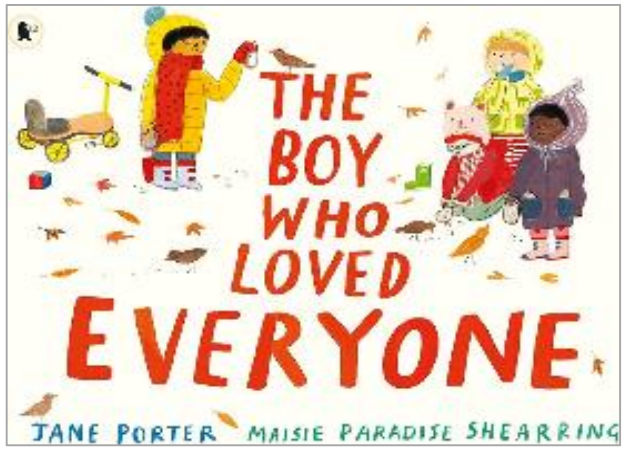
- **Everyone is different** and it works.
- Less about *discrimination and prejudice.*
- More about, teaching pupils to **take pride in themselves** and to recognise that **diversity is a great thing.**

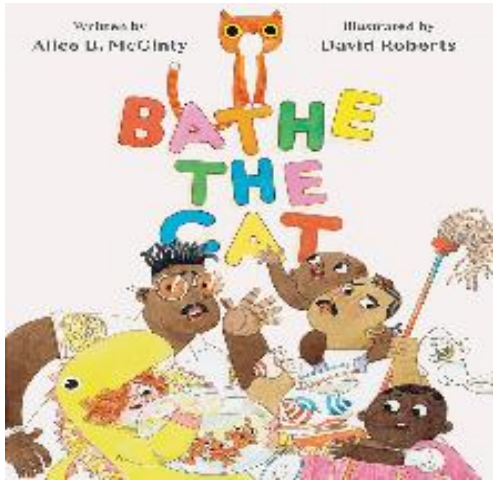










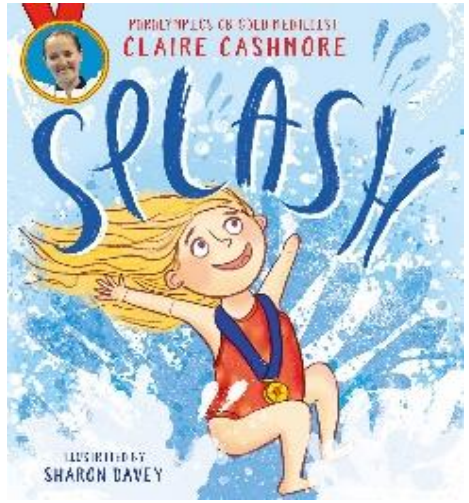


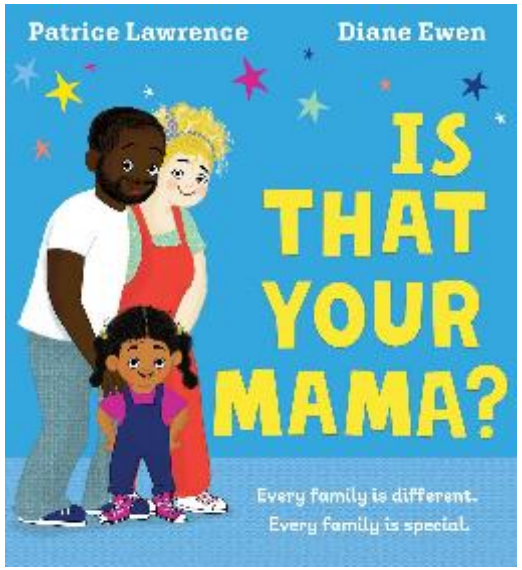
How do we teach about this at an *age-appropriate level*?

Key Stage 1

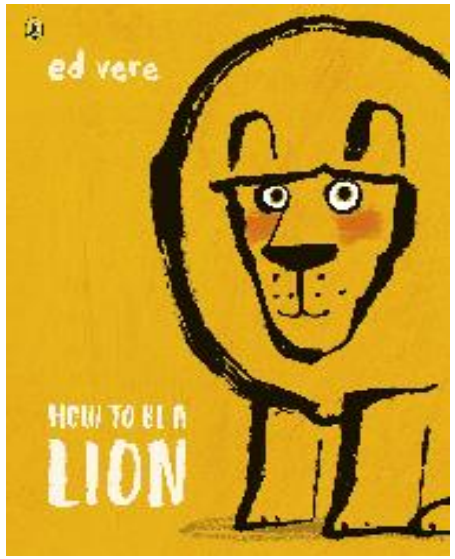
Year 2

Start to introduce the idea of **standing up for equality** when they see **injustice**.

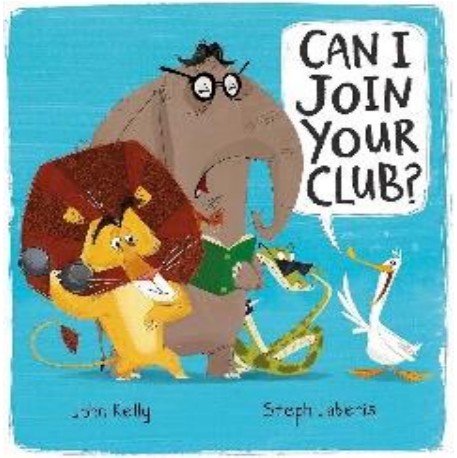








Should Leonard be like the other lions?



Should duck be like the other animals to be accepted?



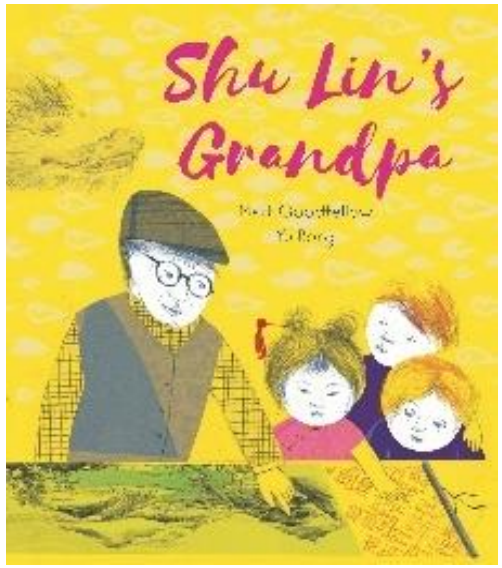
How do we teach about this at an *age-appropriate level*?

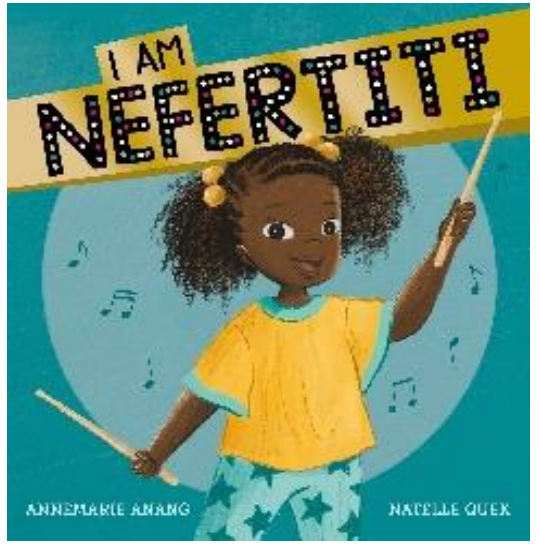
NO OUT SIDERS

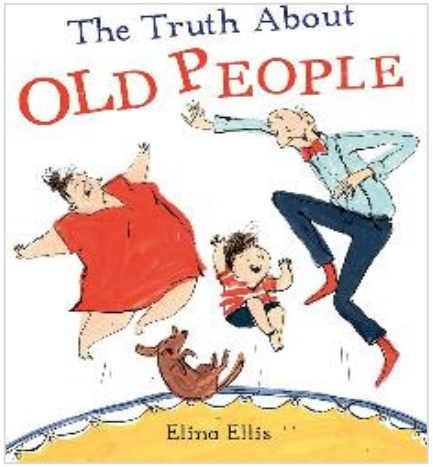
Key Stage 2

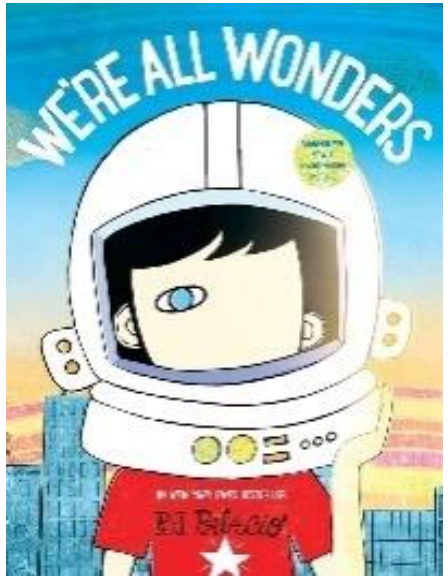
Year 3

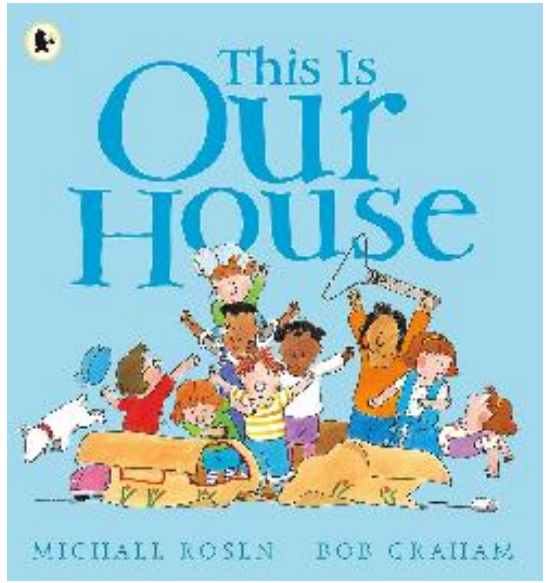
These books deal with themes such as *age discrimination, fitting in with a disability* and a story about how people's names are important to them.

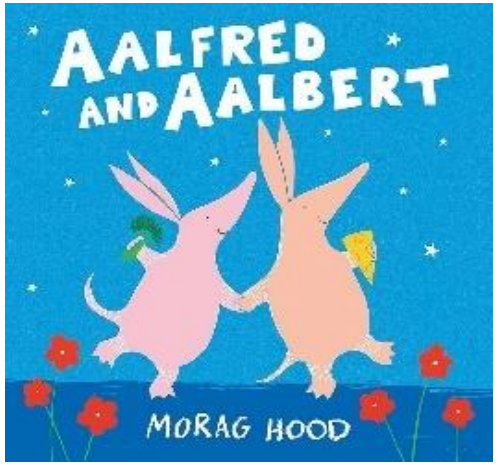












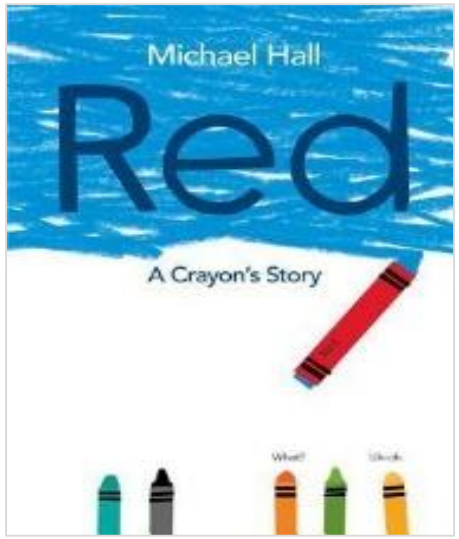
How do we teach about this at an *age-appropriate level*?

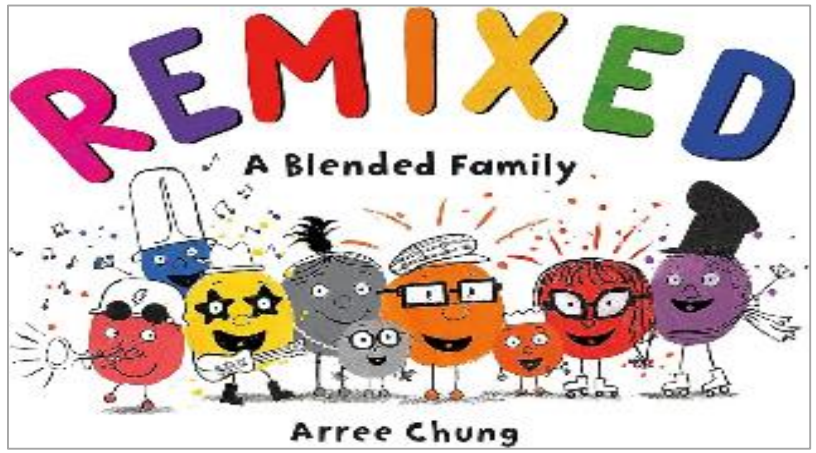
Key Stage 2

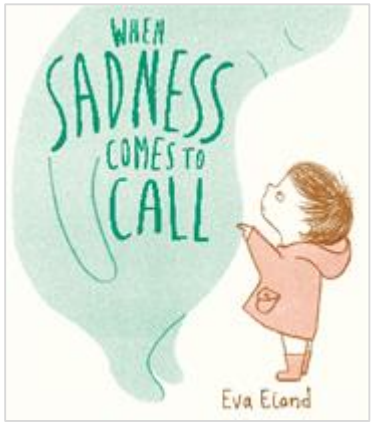
Year 4

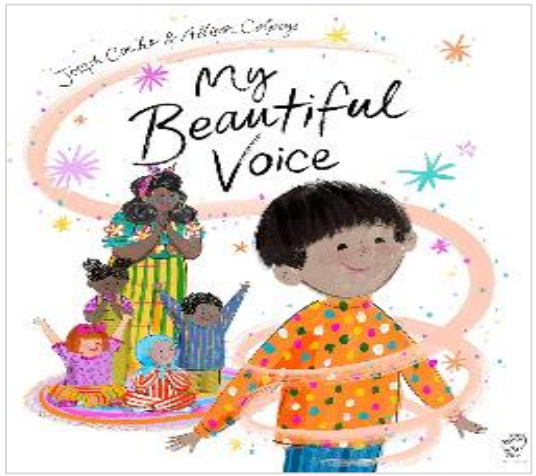
By Year 4, the book choices aim to give pupils a better **understanding of equality**.

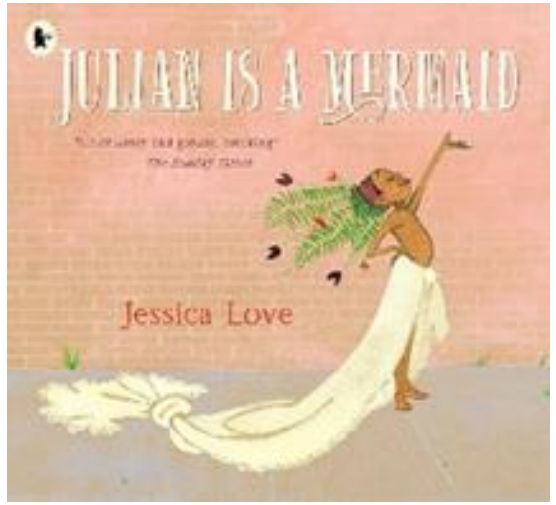
- Themes cover *different types of families, identity* and *gender stereotypes.*

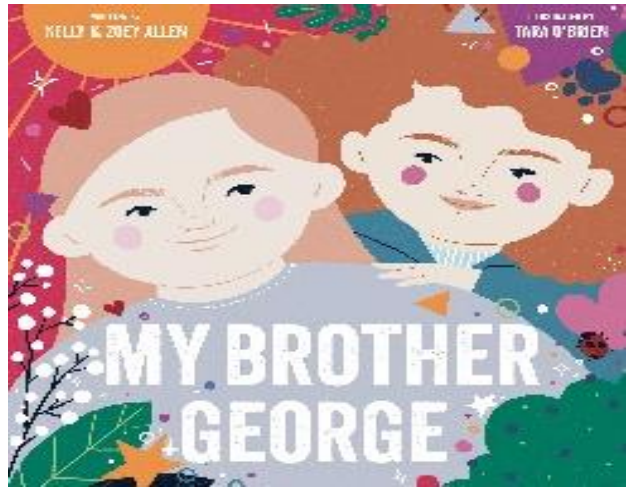








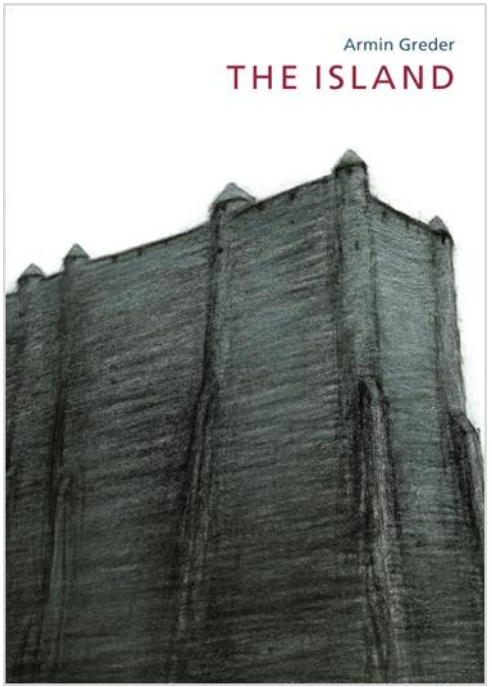


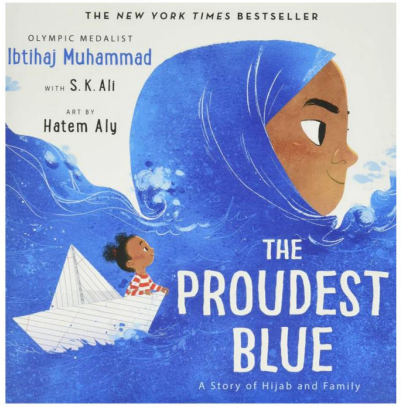


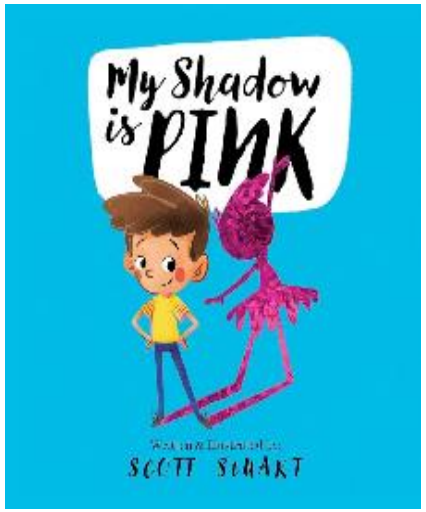
How do we teach about this at an *age-appropriate level?*

Key Stage 2

- **In Year 5 and 6**, the books have been chosen to include *potentially* **more challenging** topics. They explore the **protected characteristics** in British law in more depth.
- There's a thread throughout of encouraging the pupils to form their **own opinions and responses.**
- The books have characters who are *refugees*, that are *transgender*, or they *suffer racism*, *homophobia* or *Islamophobia.*
- The books give pupils the time to explore answers, form opinions and give answers in a safe environment.







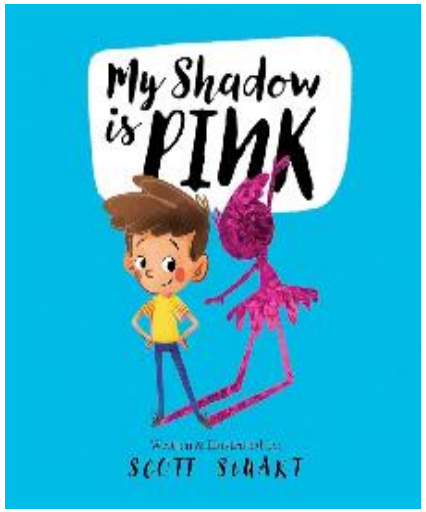
How do we teach about this at an *age-appropriate level*?

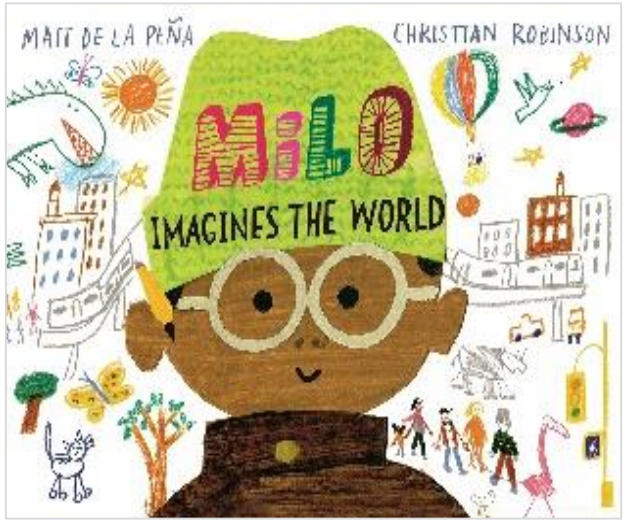
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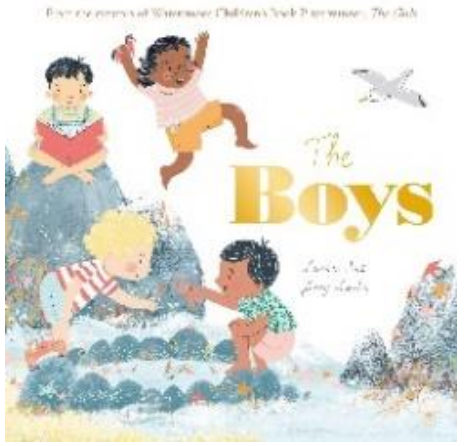
Key Stage 2

Year 5

Year 5 starts with two books *exploring friendship* through *a gender lens*.

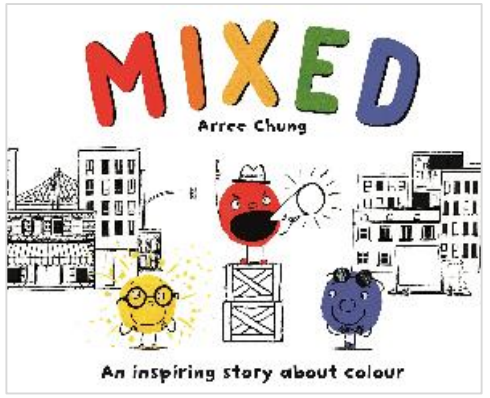


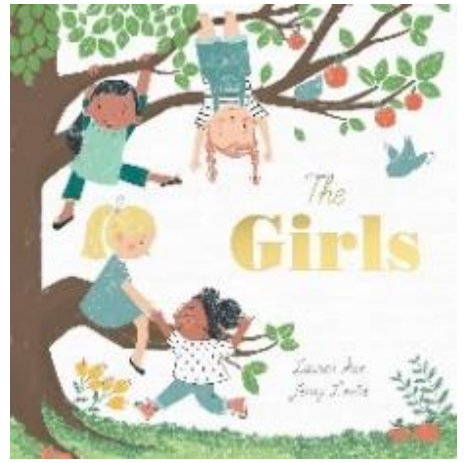




Other themes include *racism and our response to it, adoption, LGB families and homophobia* and *gender stereotypes.*





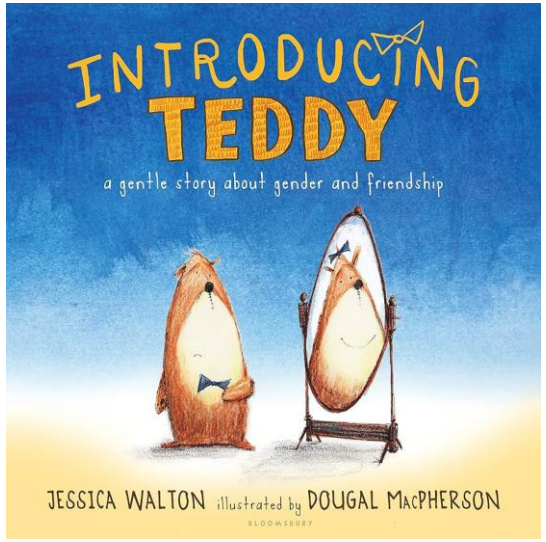


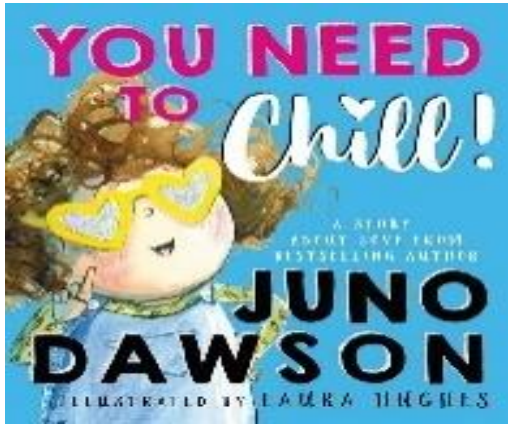
How do we teach about this at an *age-appropriate level*?

Key Stage 2

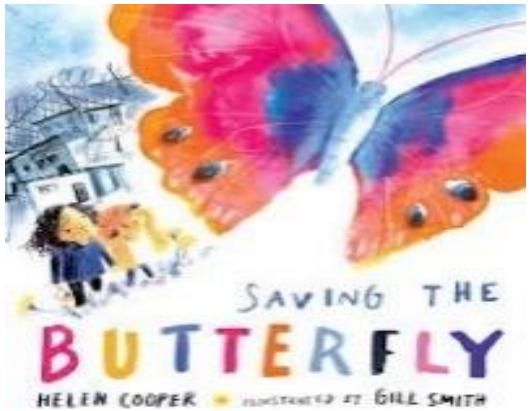
Year 6

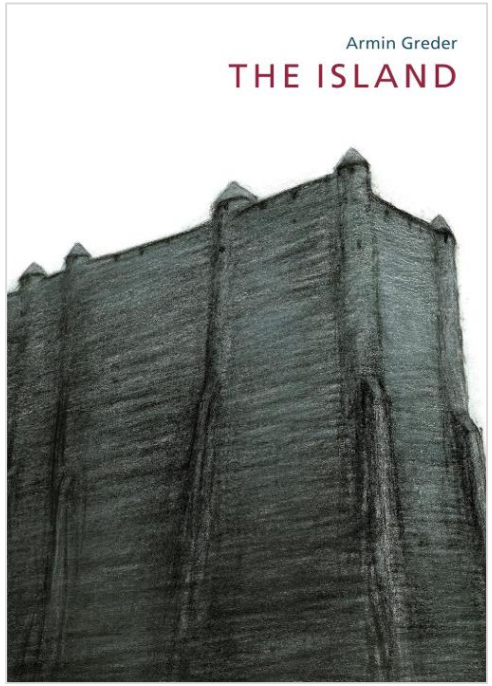
There are some powerful messages in the Year 6 books, including a picture book with a *transgender theme* as well books about *disability, refugees and racism*; these texts teach *empathy, hope and resilience.*

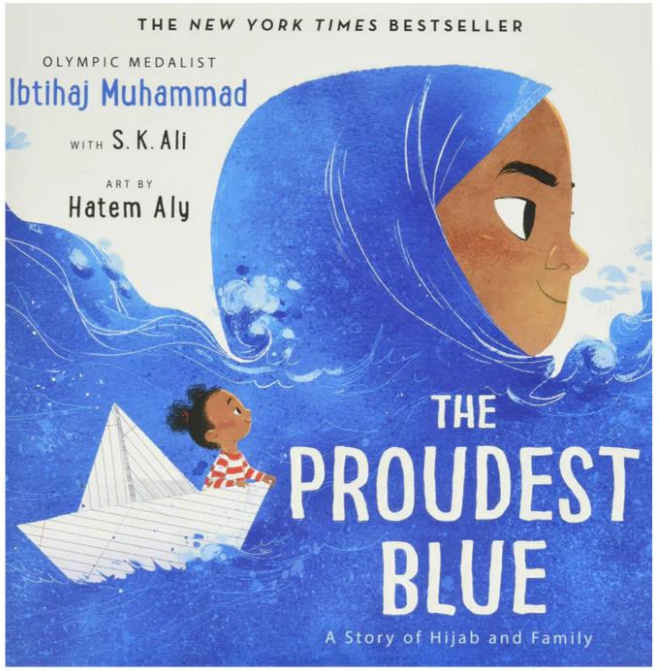


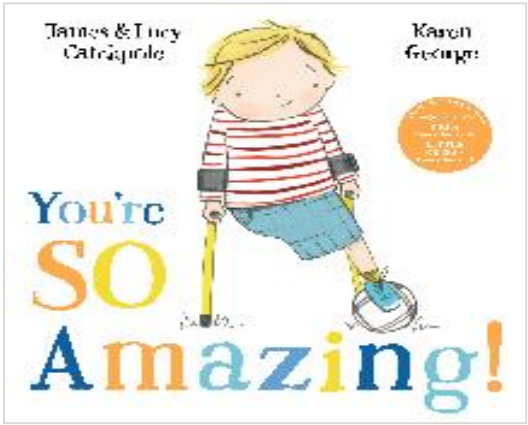


NO OUT SIDERS

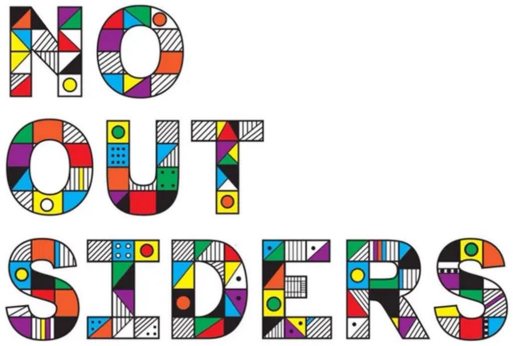








Celebrate, tolerate, accept or embrace?

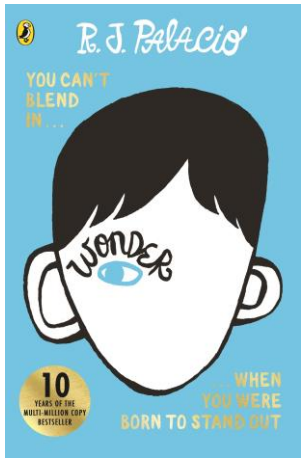


- We don't need to **'celebrate'** any differences; we want to **embrace** and **accept** difference at our school and teach children that **difference is a part of our lives**.
- We live in a **multicultural society** and children are going to experience different people as they grow up. We want our children to be **prepared for life in modern Britain.**
- No one is *pushed out* or *invisible*; **no one is an outsider here**. We want children to be **proud of the person they are, proud of their families, proud of their heritage**. And we want children to listen to each other and learn.











NO
OUT
SIDERS

assemblies

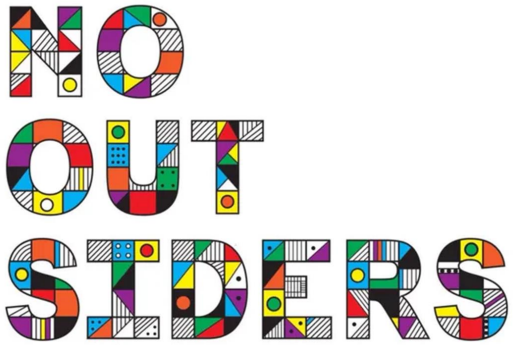


We'll regularly have **No Outsiders assemblies.**
We'll use current news stories to make No Outsiders real, so children can share opinions, and can agree and disagree.

We will share the assemblies with parents so you know what we are talking about in school and can continue the discussion at home.

Frequently Asked Questions

Aren’t children too young to learn about this?



- Some families have two mummies and two daddies and there is nothing confusing about this.
- Children are very accepting of each other and their differences and will encounter those differences and will encounter those differences as they grow up, whether taught in school or not.
- Lessons are all about community cohesion and difference being a positive, not a negative.
- No Outsiders is a graduated approach to teaching pupils about equality and diversity with content planned to be age-appropriate.

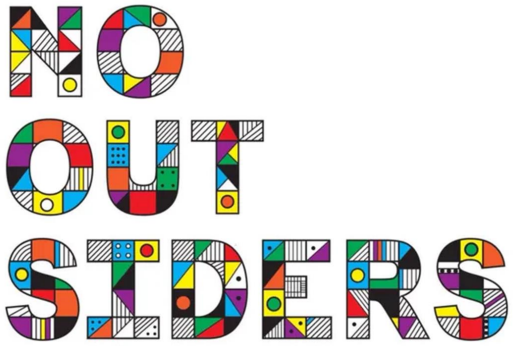
Frequently Asked Questions

How will you take account of my faith?

- We recognise that there are different beliefs in the world about LGBT+ equality and the Y5 and Y6 lessons reflect that.
- We teach pupils that that not everyone thinks in the same way.
- There is an emphasis on ***accepting*** **and** ***embracing*** **difference** in No Outsiders – we are teaching that it's ok to hold different views and we can still respect one another; we can co-exist. Everyone belongs and there are ***no outsiders***.
- However, it's also important that all of our pupils are taught that there are people in the world, and in our school, our families and communities that are LGBT+ and that equality is not only important to us, but it's also protected in law.

Frequently Asked Questions

Are you teaching my child to be gay or trans?



- No, never. We are teaching children to be proud of who they are and to accept others.
- We teach **non-judgement** and **acceptance**. *Everyone* is welcome in our school.
- We are preparing children for **life in modern Britain** where the **Equality Act** is law; we won't pick and choose which parts of that we are comfortable with. Equality is for **all people**.
- We do not teach children what to think and who to be, rather, we teach children the skills to think and reason, to form opinions, to speak their mind and how to agree and disagree respectfully.

Frequently Asked Questions

Can I withdraw my child from No Outsiders lessons?

- No. Government guidance is that children can only be withdrawn from RE lessons or Sex Education (by formal request to the Headteacher).
- Neither of the above are taught in the No Outsiders programme. Where the term, *'sex'* is used for the protected characteristics, it means *male or female*.
- No Outsiders delivers many aspects of the government's **Relationships Education programme** which is *statutory* in schools.
- No Outsiders lessons are about *British values, community cohesion, diversity and difference*. Learning will focus on *preparing children for life in society* where they will meet people who live with different aspects of the protected characteristics – in school, at work, at college/university, in our communities.

Messages we'll share with all of our pupils:

Protected characteristics

religion disability age race

Equality Act 2010



who you are who you love

Difference is protected in **British law.**

The **law** protects everyone from **discrimination**.

Government
Equalities Office
Putting equality at the heart of government



The Equality Act, making equality real

Easy Read Document

Easy Read

Whole school poster – adapted from the protected characteristics.

