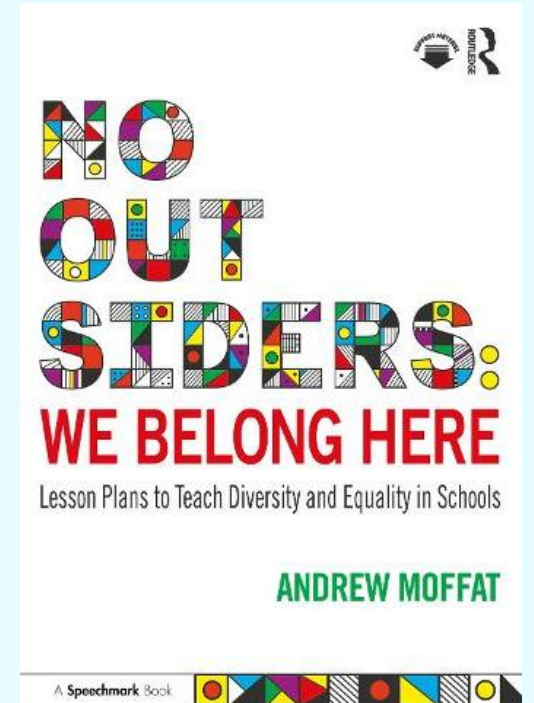
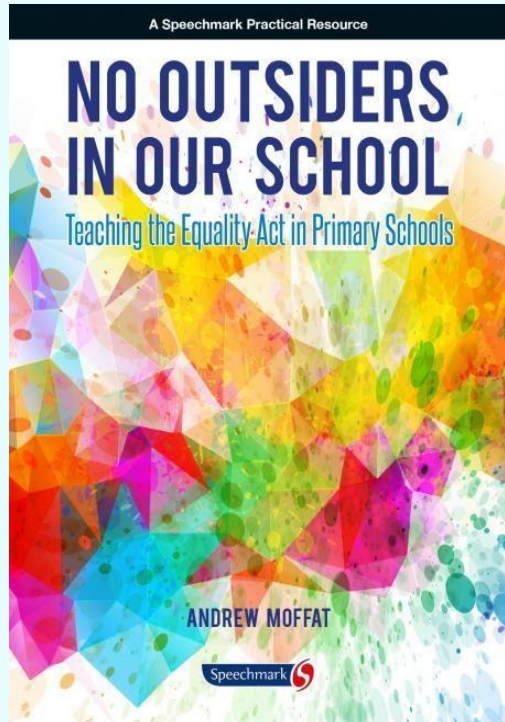


'No Outsiders' Parent Workshop

Teaching the Equality Act at Pottery
Primary School

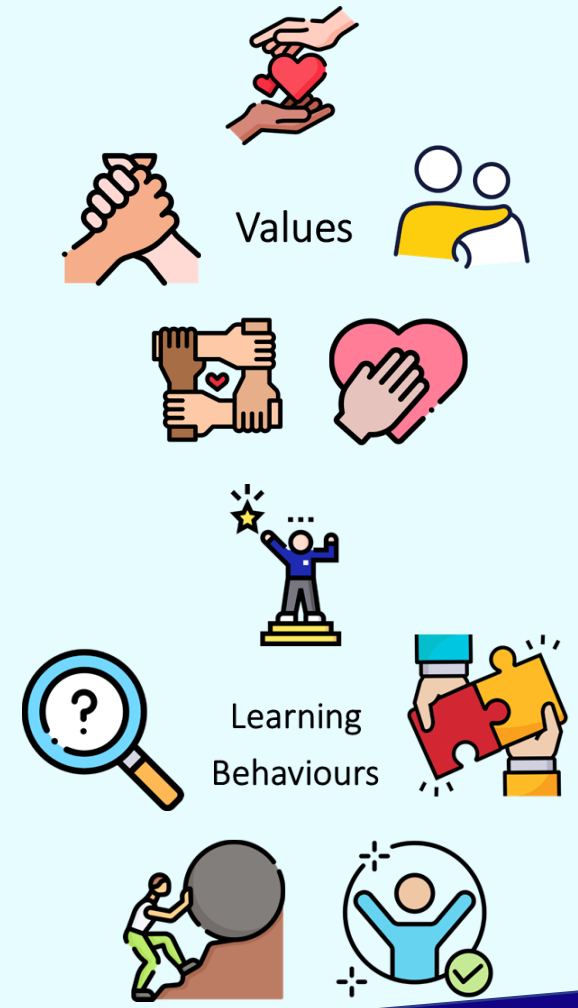
Everyone is different here and
everyone belongs



Our Vision for Pottery Pupils

What do we strive for our children to be?

-  Kindness
-  Respect
-  **EMPATHY**
-  Acceptance
-  Honesty



-  Perseverance
-  Independence
-  COLLABORATION
-  Curiosity
-  Ambition



Our Vision for Pottery Pupils

What do we strive for our children to be?



At Pottery we are:

Kind

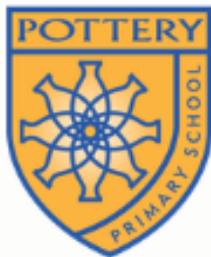
Respectful

Ready

We follow our rules:

First Time, Every Time





Pottery Primary School



Our **vision** is to provide a safe, inspiring school at the heart of our community.

Our Core Values

Kindness

Respect

Empathy

Acceptance

Honesty

Our Ambitions

Safe, Joyful
Environments



Providing wonderful experiences and environments for all of our learners to grow, fostering **perseverance** in safe spaces.

Celebrating Individuality,
Embracing Community



Supporting every Pottery Person to **collaborate**, enjoying our individuality and embracing our similarities.

Supporting Lifelong
Learners



Inspiring a **curiosity** for learning and **independence** that lasts into adulthood.

Achieving the
best of us



Ensuring that every learner has the opportunity and **ambition** to achieve their best personal and academic potential.

Our purpose is to help our community to ***Love Learning, Love Life!***



Legal Responsibility

Schools have a legal responsibility to work within or deliver:

- The Equality Act 2010
- An understanding of British Values
- Ofsted
- Keeping Children Safe in Education
- Declaration of Human Rights
- National Curriculum, including PSHE and SRE





The Equality Act 2010

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

Protected characteristics

Race

Religion

Sex

Gender reassignment

Age

Disability

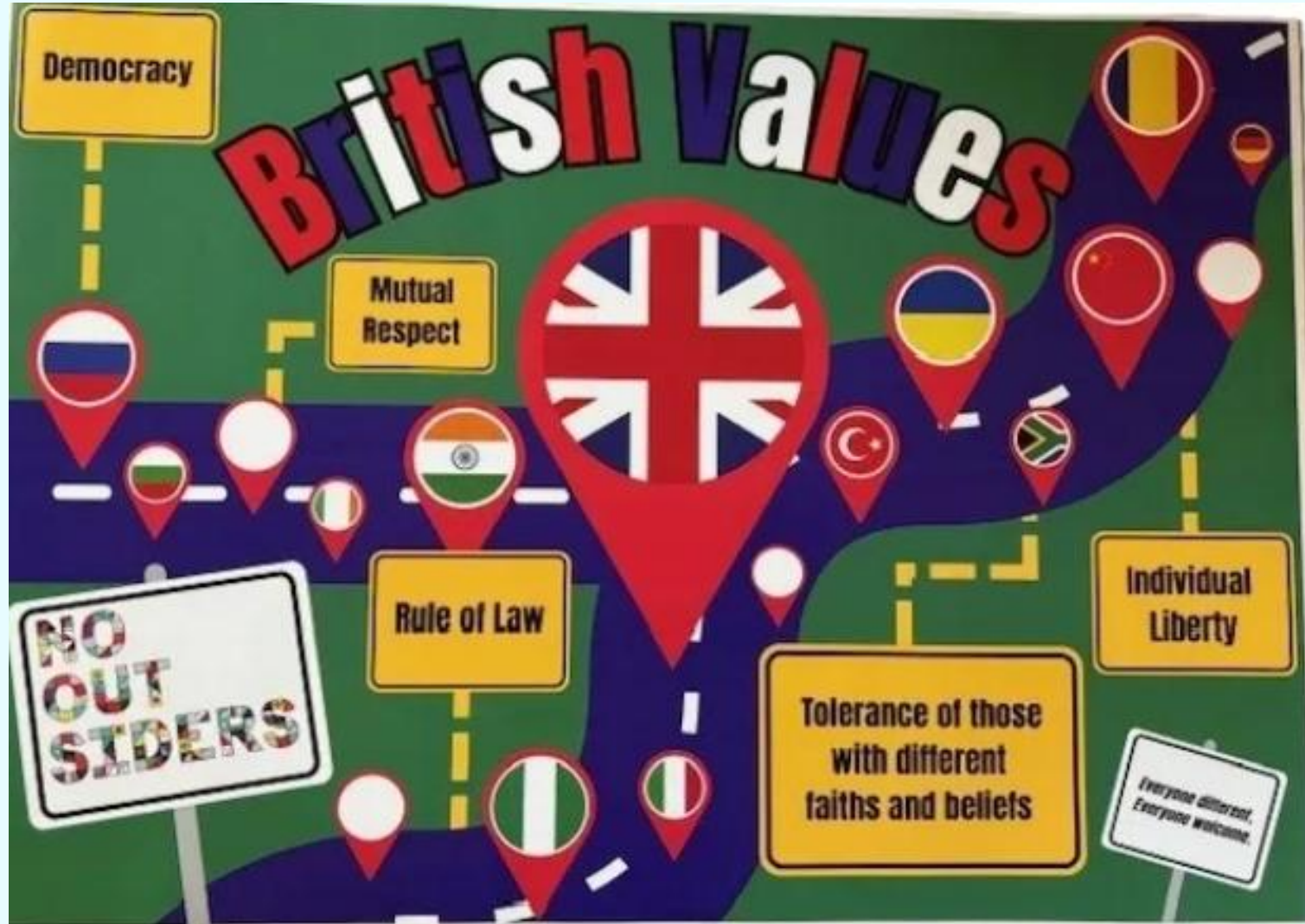
Sexual orientation

Pregnancy or maternity

Marriage or civil partnership



British Values





Ofsted: Statements

- Pupils respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, unlawful discrimination, harassment or victimisation
- Pupils have the opportunity to develop a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socioeconomic backgrounds
- Pupils know how to discuss and debate issues and ideas in a considered way and how to engage with views, beliefs and opinions that differ from their own
- Pupils have an age-appropriate understanding of healthy relationships





Ofsted: Statements

- Pupils learn how to manage their own emotions and resolve conflict with others
- Pupils are given meaningful opportunities to:
 - prepare effectively for adulthood and life in modern Britain
- Pupils develop their ability to recognise the difference between right and wrong, including:
 - understanding the consequences of their behaviour and actions, and readily applying this understanding in their own lives
 - recognising legal boundaries and respecting the civil and criminal law of England
 - offering reasoned views about moral and ethical issues





Ofsted: Statements

- Pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people's faiths, feelings and values





Keeping Children Safe in Education

No Outsiders complements KCSiE by:

1. promoting an inclusive, safe culture
2. reducing prejudice-based bullying
3. increasing children's confidence and voice
4. supporting Equality Act compliance
5. teaching respect and acceptance of diversity

These outcomes strengthen the preventative safeguarding culture that KCSiE requires in every school.





Declaration of Human rights

The Universal Declaration of Human Rights requires education to promote dignity, equality, freedom from discrimination, and respect for diversity.

No Outsiders is a practical school-based approach that delivers exactly those values.

Through its lessons and ethos, No Outsiders helps schools:

- teach children that every person has equal worth
- challenge discrimination and prejudice
- promote understanding and tolerance
- build a culture where human rights are respected

These outcomes are the foundation of both human rights education and the No Outsiders programme.





Sex and Relationships Education

Pupils are taught:

- that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.





What does this mean for schools?

The public sector Equality Duty came into force on 5th April 2011 and requires that public bodies (including schools):

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities.

This makes it clear that promoting some of the protected characteristics of the Equality Act while ignoring others is against UK law.



What does this mean for schools?

- At Pottery Primary School we will address this through a project called 'No Outsiders'.
- 'No Outsiders' is an approach, created by assistant head teacher Andrew Moffatt, that aims to develop the ethos of the school into one where every member of the school community, as well as every visitor through our doors, feels welcome and able to be themselves without fear of discrimination.

<https://www.youtube.com/watch?v=mDYkzWyfwJA>





What will 'No Outsiders' look like?

- Class teachers will deliver the programme throughout the year using **developmentally appropriate picture books** at least once per term. This allows children to learn at an age appropriate level.
- Each week classes will have a **'No outsiders' assembly**, which will center around a picture stimulus to discuss. The pictures are from real-life stories which demonstrate positive stories of community cohesion, acts of kindness, empathy, hope, acceptance and confidence in a world filled with diversity and difference. The pictures will also be shared on the our School dojo as a discussion point for families at home.
- All school staff will promote and recognise the No Outsiders ethos as part of the school all day every day.





Celebrate / Tolerate / Accept / Embrace

- We don't need to “celebrate” differences; we embrace differences at our school and teach children that difference is 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 family, proud of their heritage. And we want children to listen to each other and learn.





Here are examples of No Outsiders assemblies.

The assemblies use current news stories to make No Outsiders real so children can share opinions, agree and disagree. There is no right or wrong answer in a no outsiders assembly.

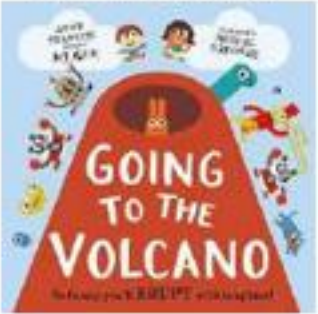




We will share assembly themes we use so you know what we are talking about in school and can continue the discussion at home, giving your view.






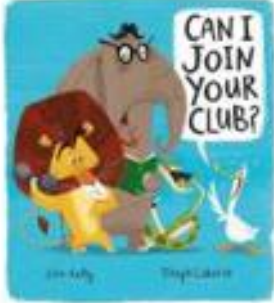



Pottery Primary School - No Outsiders Overview





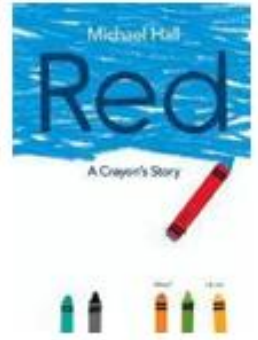






Below is a full book list with YouTube links, where available, to the No Outsiders books. We encourage our families to look at the books in order to gain a fully informed picture of the No Outsiders scheme in school.

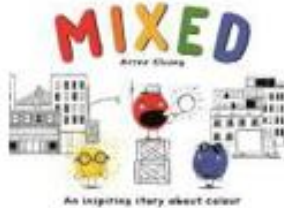




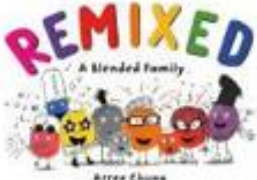
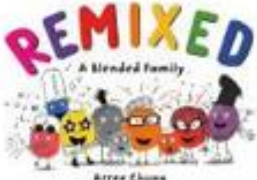
Term	Autumn		Spring		Summer	
EYFS	1	2	3	4	5	6
Book Title	The Family Book by Todd Parr 	You Choose by Nick Sharratt & Pippa Goodheart 	Super Duper You - Sophie Henn 	Blue Chameleon by Emily Gravett 	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt 	Hello Hello by Brenden Wenzel 
Enquiry question	How are families different?	What do I choose?	How am I different?	How do I make friends?	What does my friend like?	What can I say when I meet someone new?
RSE objective	Families and people who care for me	Respectful relationships	Respectful relationships	Caring friendships	Respectful relationships	Caring friendships
Learning Intention	To understand that all families are different.	To say what I think.	To think about what makes me different	To make a friend	To understand that it's OK to like different things.	To say hello!
Additional Resources /Link	▶ LAE4416: Th...	▶ YOU CHOOS...	▶ Super Duper...	▶ "Blue Cham...	▶ Red Rockets ...	▶ "Hello Hello...




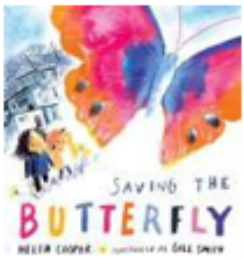


Term	Autumn		Spring		Summer	
Year One	1	2	3	4	5	
Book Title	Elmer by David McKee 	Going to the Volcano by Andy Stanton 	Errol's garden by Gillian Hibbs 	The Boy Who Loved Everyone by Jane Porter & Maisie Paradise Shearring 	I love me by Marvyn Harrison 	Bathe the Cat by Alice McGinty & David Roberts 
Enquiry question	Do I have to change	What does it feel like to join in?	How do I ask for help?	How do I make you feel welcome?	What's great about me?	How do we solve a problem?
RSE objective	Respectful relationships	Caring friendships	Respectful friendships	Respectful friendships	Respectful relationships	Families and people that care for me
Learning Intention	To like the <u>way</u> I am	To join in	To ask for help	To make you feel welcome	To like myself	To work together
Additional Resources / Link	Elmer - The ...	Going to t...	ERROL'S G...		Storytime: I ...	Bathe the C...

Term	Autumn		Spring		Summer	
Year Two	1	2	3	4	5	6
Book Title	<p>The perfect Fit - Naomi Jones</p> 	<p>Amazing by Steve Anthony</p> 	<p>Is that your Mama? By Patrice Lawrence and Diane Ewan</p> 	<p>How to be a Lion - Ed Vere</p> 	<p>Splash by Clare Cashmore</p> 	<p>Can I join your club? By John Kelly</p> 
Enquiry question	How do I fit in?	What makes a good friend	How are families different?	Should I change?	How do I achieve my dreams	Can I join your club?
RSE Objective	Caring relationships	Caring friendships	Families and people that care for me	Caring friendships	Respectful relationships	Caring relationships
Learning Objective	To know I fit in	To consider what makes a good friend	To know all <u>families</u> look different	To have self confidence	I know I can be what I want to be	To welcome different people
Additional Resources / Link	▶ 'The Perfe...	▶ Steve Anto...		▶ Time for St...	▶ Splash rea...	▶ Can I Join ...

Term	Autumn		Spring		Summer	
Year Three	1	2	3	4	5	6
Book Title	This is our House by Michael Rosen 	We are all Wonders by R J Palacio 	I am Nefertiti by Annemarie Anang & Natalie Quek 	Shu Lin's Grandpa by Matt Goodfellow & Yu Rong 	Aalfred and Aalbert by Morag Hood 	The Truth about Old People by Elina Ellis 
Enquiry question	What is discrimination?	What am I proud of?	Are names important?	What does it feel like to be new in class?	How do we find common ground?	What is a stereotype?
RSE Objective	Caring friendships	Respectful relationships	Respectful relationships	Caring friendships	Respectful relationships	Respectful relationships
Learning intention	To understand what discrimination means	To find my wonder	To show respect	To show welcoming behaviour	To find common ground	To recognise a stereotype
Additional Resources / Link	▶ This is Our ...	▶ WE'RE AL...	▶ Storytime: I ...	▶ Matt Good...	▶ Aalfred an...	▶ The Truth ...

Term	Autumn		Spring		Summer	
Year Four	1	2	3	4	5	6
Book Title	Milo imagines the world by Matt de la Pena 	Julian is a mermaid by Jessica Love 	Julian is a mermaid by Jessica Love 	My beautiful voice by Joseph Coelho 	Red: A crayon's story by Michael Hall 	When Sadness comes to call - Eva Eland 
Enquiry question	How do I remain <u>non-judgemental</u> ?	How do I show acceptance?	How do I show acceptance?	How do I find my pupil voice?	Is it my job to tell you who you are?	What is good mental health
RSE objective	Respectful relationships	Respectful relationships	Respectful Relationships	Respectful relationships	Caring friendships	Caring friendships
Learning intention	To try not to judge by appearance	To show acceptance	To show acceptance	To speak up	To help someone be who they are	To look after my mental health
Additional Resources / Link	 #BNStory...	 Julian is a ...		 Joseph Coe...	 RED A CR...	 When sad...

Term	Autumn		Spring		Summer	
Year Five	1	2	3	4	5	6
Book Title 	Mixed by <u>Arree Chung</u> 	The Girls by Lauren Ace 	The Boys by Lauren Ace 	My Shadow is Pink by Scott Stuart 	And Tango make Three by J. Richardson and P. Parnell 	Remixed by <u>Arree Chung</u> 
Enquiry question	How do I challenge racist behaviour?	What is a good friend?	Am I an island?	How do I fit in?	Should books be banned?	How can families change over time?
RSE objective	Families and people who care for me	Caring friendships	Caring friendships	Self-respect	Respectful relationships	Families and people who care for me
Learning Objective	To consider responses to racist behaviour	To explore friendship	To check in with people	To find self-acceptance	To express an opinion	To understand how some <u>families</u> change
Additional Resources / Link	Storytime ...	Sarah Fer...	Storytime:...		And Tang...	REMIXED ...

Term	Autumn		Spring		Summer	
Year Six	1	2	3	4	5	6
Book Title	<p>The Proudest Blue by <u>Ibtihaj Muhammad</u></p> 	<p>You Need to Chill by Juno Dawson</p> 	<p>The Island by Armin Greder</p> 	<p>Saving the Butterfly - Helen Cooper & Gill Smith</p> 	<p>A Day in the Life of Marlon Bundo by Marlon Bundo & Jill Twiss</p> 	<p>You're so amazing - by James & Lucy Catchpole</p> 
Enquiry question	How do experiences change us?	Do I need to ask what happened to Bill?	Where do racist ideas come from?	How am I shaped by my experiences?	How can democracy affect equality?	Is our school inclusive and accessible to everyone?
RSE objective	Caring friendships	Caring Friendships Respectful Relationships	Respectful relationships	Respectful friendships	Respectful Relationships	Respectful relationships
Learning intention	To consider how new experiences affect us	To consider responses to change	To consider the causes of racism	To consider how experiences shape us	To consider democracy	To consider attitudes to disability
Additional Resources / Link	▶ THE PRO...		▶ The Island ...	▶ Mrs Doga...		▶ You're SO ...

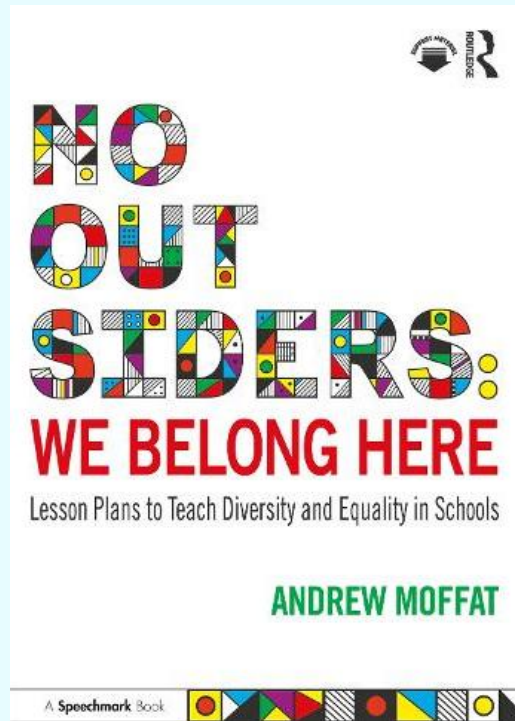


What next...

- All staff have had a full day of training from Andrew Moffat
- Lessons will be delivered each half term
- Weekly assemblies will be delivered
- Parent/Carer booklet available via link to website, circulated on Class Dojo
- An openness of communication if you have concerns



Teaching about equality helps our children to prepare for the next stages in their lives.



Thank you for coming!