



# NO OUTSIDERS IN OUR SCHOOL

THE NO OUTSIDERS PROGRAM  
AT EXCALIBUR



# What is the No Outsiders program?

- Teaches children to respect and accept difference and diversity using the Equality Act 2010 (British Law) as a solid foundation
- Takes a proactive approach to bullying
- Prepares children for life in Modern Britain
- Teaches 'British Values'
- Lets children explore difference and be able to accept the difference in others
- Gives children a safe space to talk about their ideas.



## Why is it important?

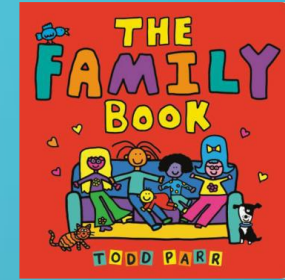
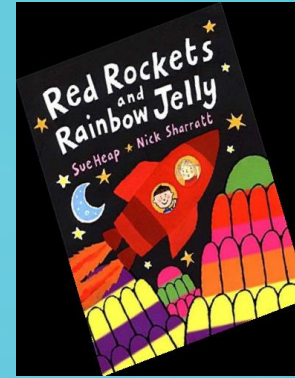
‘No Outsiders’ aims to develop the ethos of the school where every member of the school community, as well as every visitor through our doors, feels welcome and able to be themselves without fear of discrimination.



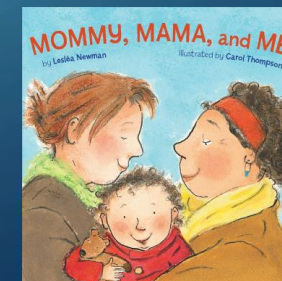
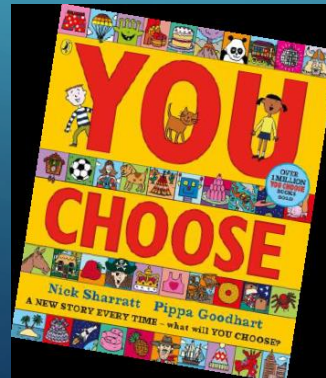
# How is No Outsiders taught?

- Through picture books –1 per half term for each year group
- 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
- Referenced throughout assemblies
- Creates and develops a whole school ethos
- Taught as part of our PSHE curriculum

# Reception

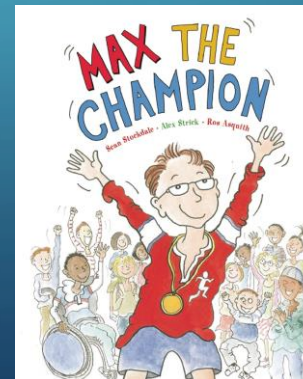
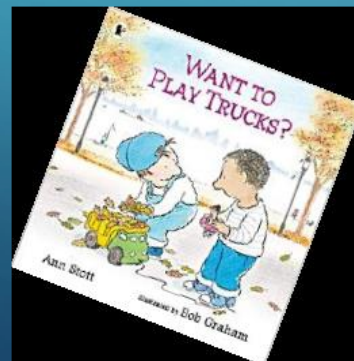
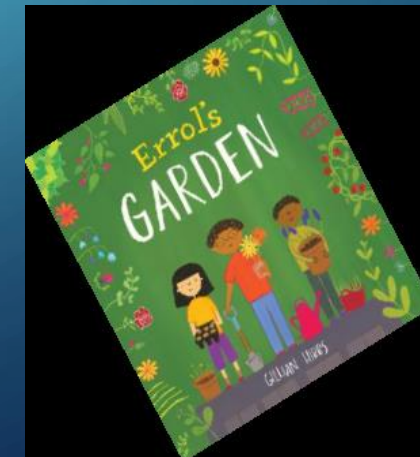
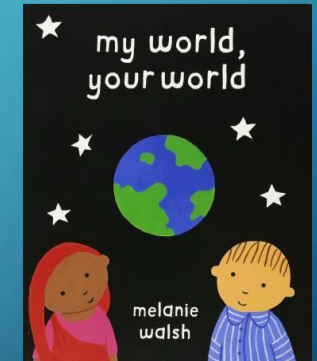
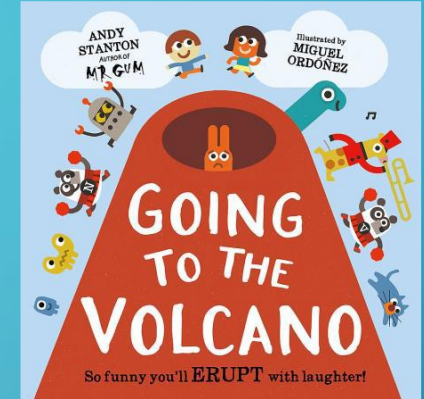
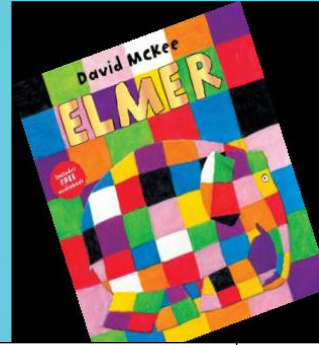


Year group	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
<b>EYFS</b>	<b>You Choose</b> by Nick Sharratt & Pippa Goodheart	<b>Red Rockets and Rainbow Jelly</b> by Sue Heap and Nick Sharratt	<b>Hello Hello</b> by Brendan Wenzel	<b>The Family Book</b> by Todd Parr	<b>Mommy, Mama and Me</b> by Leslea Newman & Carol Thompson	<b>Blue Chameleon</b> by Emily Gravett
<b>Learning intention</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
<b>Success criteria</b>	To choose what I like	It's OK to like different things	We are not all the same, I know we are different I can make friends with different people.	I know who is in my family I know all families are different	I know the people in my family are special I can tell you who SCves me	I know everyone is different in my class I can make friends with anyone



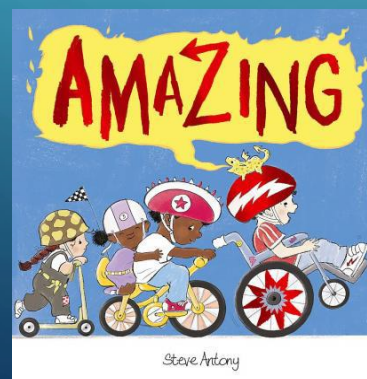
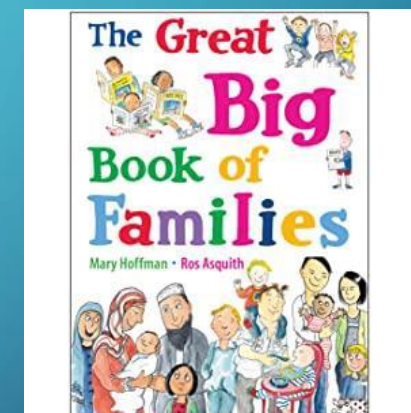
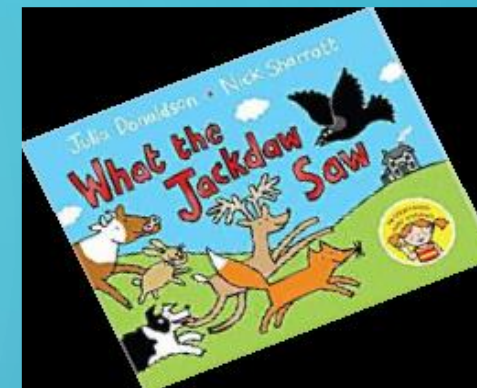
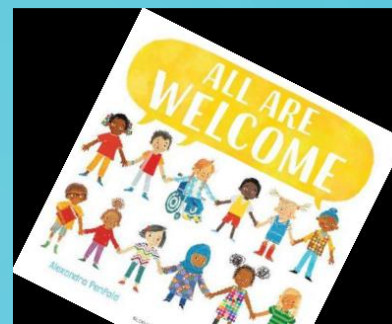


# Year 1



Year 1	<b>Elmer</b> By David McKee	<b>Going to the Volcano</b> By Andy Stanton	<b>Want to play trucks?</b> By Ann Stott and Bob Graham	<b>Max The Champion</b> By Sean Stockdale, Alexandra Strick & Ros Asquith	<b>My World Your World</b> By Melanie Walsh	<b>Errol's Garden</b> By Gillian Hibbs
Learning intention	I like the way I am	To join in	To find ways to play together	To understand that our bodies work in different ways.	I share the world with lots of people	To work together
Success criteria	I know ways we are different and I know how to make my class welcoming	I know we are all different. I know we can play together and I can join in.	I know we might like different things. I can find ways you can join my game	I know that everyone is different. I know that you can't always see difference.	I know I live in the world. I know the world is full of different people.	I know I can ask for help with my ideas. I know how to ask for help. I can work with different people.

# Year 2

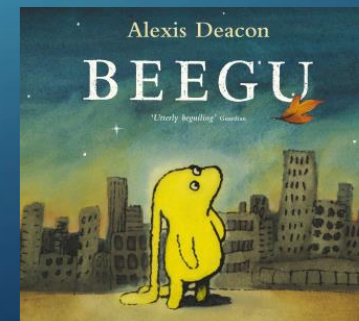
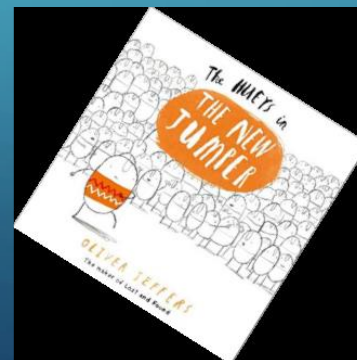
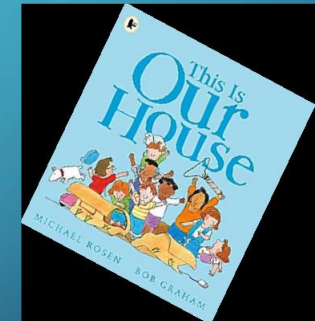
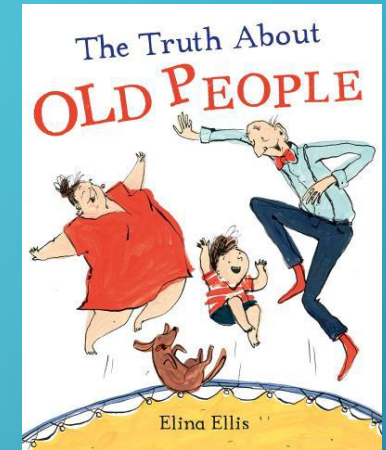


Year 2	Can I join your Club? By John Kelly and Steph Laberis	How to be a Lion By Ed Vere	The Great Big Book of Families By Mary Hoffman & Ros Asquith	Amazing By Steve Antony	What the jackdaw Saw By Julia Donaldson & Nick Sharratt	All are Welcome By Alexandra Penfold & Suzanne Kaufman
Learning intention	To welcome different people	To have self confidence	To understand what diversity is	To think about what makes a good friend	To communicate in different ways	I know I belong
Success criteria	I know we are all different. I can name ways we are different. I have friends who are different. I don't leave people out.	I know we are all different. I know sometimes it's hard to be different. I know what self-confidence means. I know how I help someone feel confident	I understand what diversity means. I know how my school is diverse	I know what a friend is. I know how to be a good friend.	I know there are different ways to communicate. I can learn to use sign language.	I know who I am. I know there are special things about me. I know I am different. I know I belong.



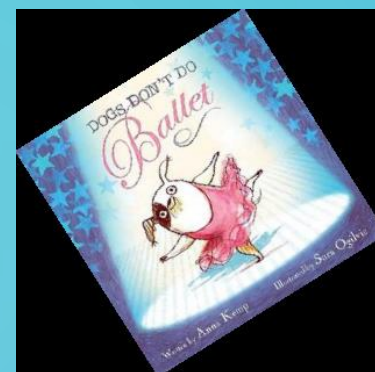
# Year 3

Year 3	<b>This is our House</b> By Michael Rosen	<b>We're All Wonders</b> By R.J. Palacio	<b>Beegu</b> By Alexis Deacon	<b>The Truth about Old People</b> By Elina Ellis	<b>The Hueys in the New Jumper</b> By Oliver Jeffers	<b>Planet Omar: Accidental Trouble Magnet</b> By Zanib Mian
Learning intention	To understand what discrimination means	To understand what a bystander is	To be welcoming	To recognise a stereotype	To recognise and help an outsider	To consider living in Britain today
Success criteria	I know how someone could feel like an outsider. I know how to make sure there are no outsiders in my school	I know everyone has differences. I know what unique means. I know how people can feel hurt. I know what a bystander is.	I know the behaviour that makes someone feel like an outsider. I know how to make someone feel welcome.	I know what a stereotype is. I know how stereotypes affect people. I know everyone is different.	I know why it's hard to be different. I know how to help someone to be strong.	I know what Britain is. I know where I live. I know lots of different people live in Britain today. I know why some people are scared of difference.

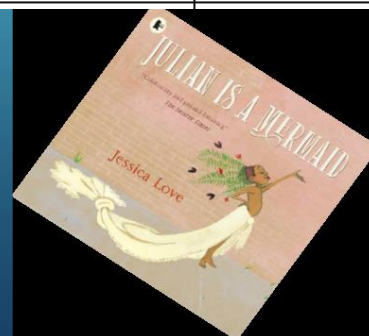
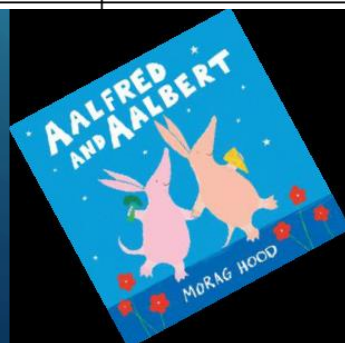
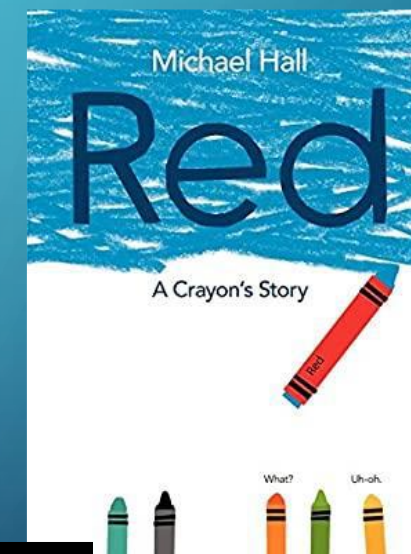




# Year 4

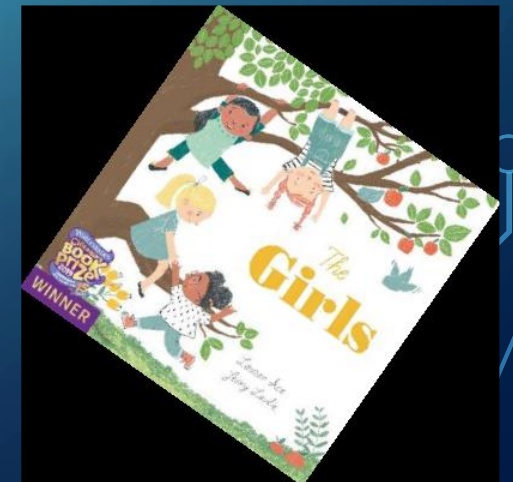
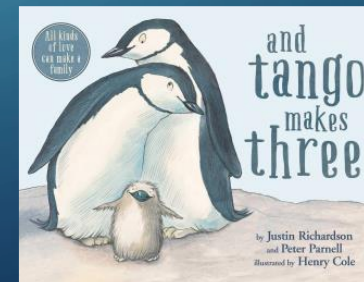
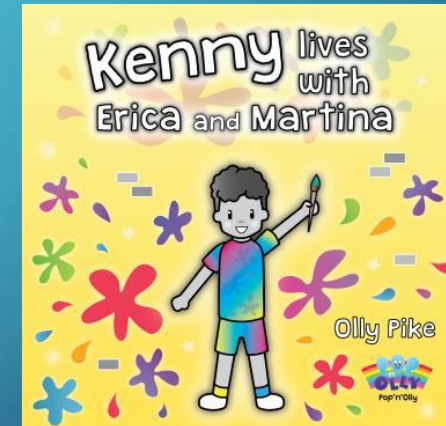
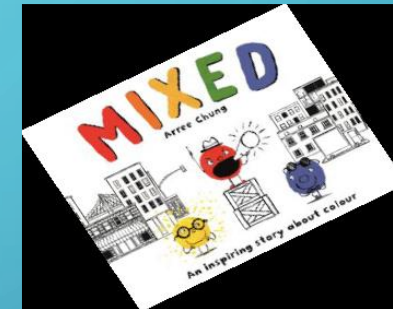
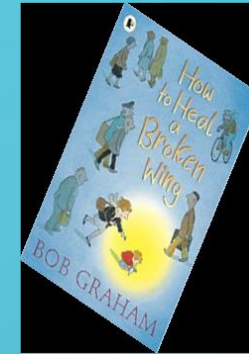


Year 4	Along came a Different By Toby McLaughlin	Dogs Don't Do Ballet By Anna Kemp Sarah Oglvie	Red: A crayon's Story By Michael Hall	Aalfred and Aalbert By Morag Hood	When Sadness Comes To Call By Eva Eland	Julian is a Mermaid By Jessica Love
Learning intention	To help someone accept difference	To choose when to be assertive	To be proud of who I am	To find common ground	To look after my mental health	To show acceptance
Success criteria	I know we are different. I can tell you ways we are different. I know why some people are afraid of difference. I can help people to accept difference.	I know what assertive means. I know why being assertive is sometimes hard.	I know why people sometimes don't speak up. I know everyone in my school should be proud of who they are.	I know there are more things that we have in common than divide us.	I know what mental health is. I know what situations can affect my mental health. I have strategies to look after my mental health.	I know there are different ways to dress. I know people can choose what they wear. I know different people in my community wear different things. I am accepting of difference.



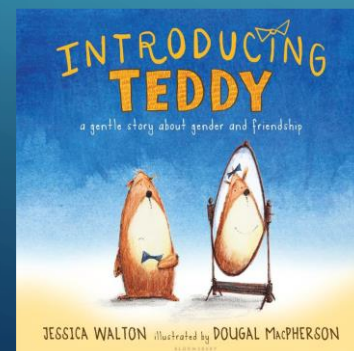
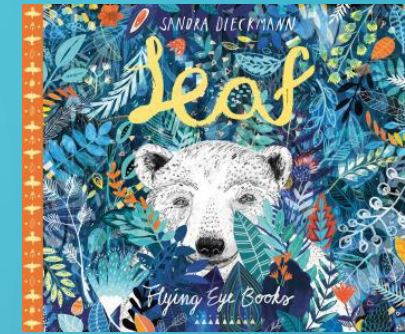
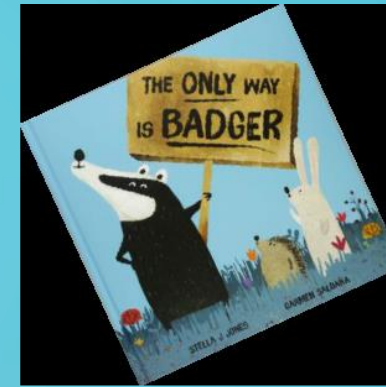
# Year 5

Year 5	Kenny Lives with Erica and Martina By Olly Pike	The Suitcase By Chris Naylor Ballesteros	Mixed By Arree Chung	How to Heal a Broken Wing By Bob Graham	The Little Island By Smriti Prasadam-Hallis & Robert Starling	And Tango Makes Three By Justin Richardson & Peter Parnell
Learning intention	To consider consequences	To understand the universal legislation on human rights.	To consider response to racist behaviour	To recognise when someone needs help	To be competent in the art of speaking and listening and participate in debate.	To exchange dialogue and express opinion
Success criteria	I know what a consequence is. I know that all actions have consequences. I know that I have a choice in behaviour I join in and behaviour I choose not to join in.	I know the importance of respecting others. To know people make different choices or have different preferences or beliefs.	I understand what racism is. I can recognise racist behaviour. I know what to do if I hear or see someone being racist.	I know people have different life experiences. I can empathise with others.	I know people have different opinions I know not everyone will have the same opinion as me.	I know there are different ideas about equality around the world. I can exchange dialogue and express my opinion.





# Year 6



Year 6	King of the Sky By Nicola Davis	The Only Way is Badger By Stella J Jones & Carmen Saldana	Leaf By Sandra Dieckmann	The Island By Armin Greder	Introducing Teddy By Jessica Walkton & Dougal MacPherson	A Day in the Life of Marlon Bundo By Marlon Bundo & Jill Twiss
Learning intention	To consider response to immigration	To consider language and freedom of speech	To overcome fears about difference	To consider causes of racism	To show acceptance	To consider democracy
Success criteria	I know what immigration means. I know what empathy means. I can empathise with a person in a different situation to me.	I know what freedom of speech means. I know how language can be used to persuade people. I know how important pupil voice is.	I can accept and work with people who are different to me. I can explore difference without fear. I can look for solutions to challenging situations.	I know what prejudice is. I know what can happen if racism is not challenged. I know how to challenge racist behaviour.	I know how to show acceptance. I know that no one is an outsider.	I know what a democracy is. I know that we live in a democracy. I know how laws are made. I know how laws can change.