



## No Outsiders at Hartford Manor

At Hartford Manor we aim to teach the children to recognise and accept difference. We have a duty to prepare them for modern life in Britain. In school and their future workplace they will be working alongside peers and colleagues of different race, religion, gender, age, disability and sexual orientation. The current political climate and acts of terrorism have generated a great deal of anger and division within certain communities and groups in society. Hate crime towards religious groups has risen considerably. 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 the children to express their views with kindness and consideration for the feelings 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 ethos at Hartford Manor, we have chosen to use a resource that embeds equality, called 'No Outsiders.'

The Equality Act (2010) is British Law and protects people from discrimination in the workplace and wider society. It refers to following 'protected characteristics.'

- Race
- Religion or belief
- Gender
- Age
- Disability
- Sexual orientation
- Pregnancy
- Marriage and civil partnership

The Ofsted framework states that inspectors will make a judgement on the personal development of learners by evaluating the extent to which the school:

- “develops pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- curriculum, assemblies, wider opportunities, visits, discussions and literature, develops and deepens pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law, and mutual respect and tolerance
- promotes 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
- ensures 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.”

The No Outsiders resource includes lesson plans based on 42 children’s picture books, many of which you may already have read with your children. The class discussion is child-led and offers opportunity for the children to make observations and consider the simple messages in the text, all of which link to the Equality Act in an age appropriate way.

The table below outlines the texts used in each year group.

<p><b>Foundation Stage</b> You Choose by Nick Sharratt and Pippa Goodheart Hello Hello by Brendan Wenzel Red rockets and rainbow jelly- Sue Heap and Nick Sharratt The family book- Todd Parr Blue Chameleon- Emily Gravett Mommy Mama and me- Leslea Newman, Carol Thompson</p>
<p><b>Year 1</b> Elmer- David Mckee Going to the volcano by Andy Stanton Want to play trucks? By Ann Stott and Bob Graham Hair, it’s a family affair by Mylo Freeman My world your world – Melanie Walsh Errol’s garden by Gillian Hibbs</p>
<p><b>Year 2</b> 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- Mary Hoffman &amp; Ros Asquith Amazing by Steve Antony What the Jackdaw saw by Julia Donaldson and Nick Sharratt All are welcome – Alexandra Penfold and Suzanne Kaufman</p>
<p><b>Year 3</b> This is our house- Michael Rosen We’re all wonders by RJ Palacio Beegu- Alexis Deacon The truth about old people by Elina Ellis The Huey’s and the new jumper- Oliver Jeffers Planet Omar Accidental trouble magnet by Zanib Mian</p>
<p><b>Year 4</b> Along came a different by Tom McLaughlin Dogs don’t do ballet- Anna Kemp &amp; Sarah Oglivie Red: A crayon’s story- Michael Hall Aalfred and Aalbert by Morag Hood When sadness comes to call by Eva Eland Julian is a mermaid by Jessica Love</p>
<p><b>Year 5</b> Kenny lives with Erica and Martina by Olly Pike The Island by Armin Greder Mixed by Arree Chung How to heal a broken wing- Bob Graham The girls by Lauren Lee and Jenny Lovlie And tango makes three- Justin Richardson and Peter Parnell</p>

## Year 6

King of the sky- Nicola Davis

The only way is badger by Stella J Jones and Carmen Saldana

Leaf by Sandra Dieckmann

Introducing Teddy: Jessica Walton and Dougal MacPherson

Where the Poppies Now Grow

Rose Blanche - Ian McEwan and Roberto Innocenti

We refer to the term No Outsiders if children use unkind words or when we are resolving playground fall outs. We use poignant images in assembly, to discuss and celebrate diversity and community cohesion.

This is an example of a photograph that could be shared and the type of questions we discuss.



Eleven women from across Europe and the Middle East have become famous for trekking to the North Pole together. The women aged 28-50 are from Qatar, Sweden, Iceland, Oman, Russia, France, Saudi Arabia, Cyprus, Kuwait, Slovenia and UK.

The project, set up by Felicity Aston, had two aims: science and also to foster good relations between European and Arabian women. Ida Olssen from Sweden said even before they even started she'd gained a new understanding of why some women wear head coverings; "In my mind it always felt forced - that men forced the women to do it. But when the girls here talk about it, it's something they actually want to do; they're not forced to do it. That was completely new to me."

Ida also said she wanted to show women and girls that you didn't need to be a superhero to achieve a big objective. Some of the women had worked in the wilderness before, but some had never skied before.

The group trekked together through temperatures of -36 degrees pulling heavy sledges. Those who were accomplished skiers would go on ahead and then always waited for the others to catch up so the group stayed together.

Before this trip the records of female travellers to the North Pole were non-existent. These women have changed that. The photo shows the group at the moment they reached the North Pole. The ice drifts so

they were 90 degrees North for only a few minutes. The journey took eight days. Each held a flag for the photo.

What do you see in the photo

What is happening?

Where are they?

What do you think the story is?

Explain the story

- why do you think until now there are only records of men travelling to the North Pole?
- why do you think Felicity Aston set up the expedition?
- why do you think Felicity chose to involve women from so many different backgrounds? What was she trying to show?
- How did Ida learn about women wearing head coverings? (she asked questions)
- Today in the UK, what is the best way to learn about different people and different cultures? (talk to people and ask questions)
- Why is the UK a great place to find out about different people? (because it is diverse)
- Some of the group were better skiers than others. Why didn't they ski faster to get to the North Pole first?
- Why did the explorers hold flags for the photo? What were they showing?
- Why is this story about No Outsiders? (If a child says it's not about No Outsiders because there are no men, say that's an interesting point- what do we think? Why did Felicity choose to just have women this time; what has happened in the past? What is she trying to show about women today? It is about No Outsiders because in the past women have been left out. Also because Felicity is making sure people from different countries work together. In future how can explorers make sure all expeditions are inclusive?)