

# Books and Example Lessons

NO  
OUT  
SIDERS

**'All different, All welcome'**

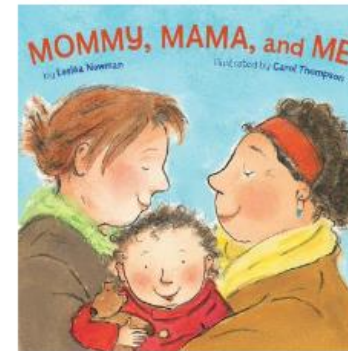
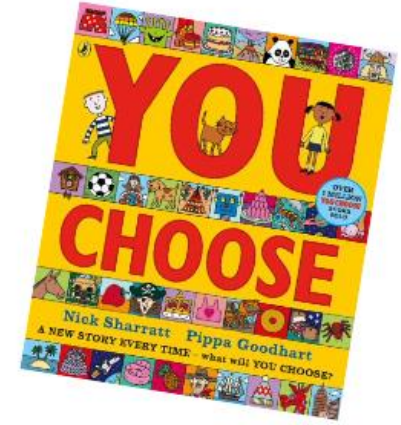
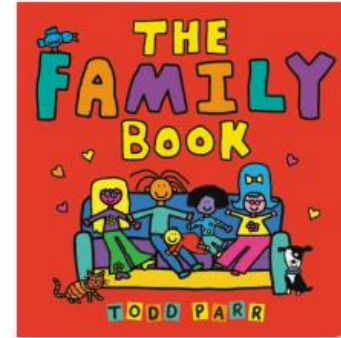
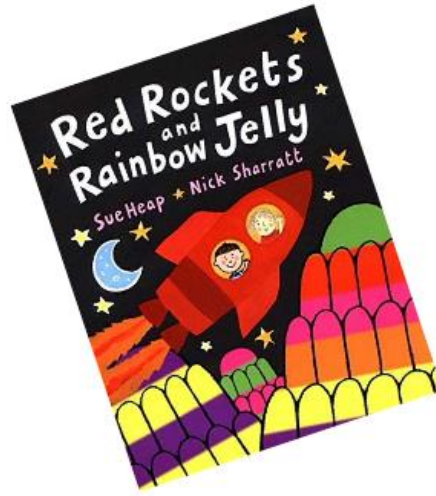


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# Reception

- To choose what I like
- It's okay to like different things
- To say hello!
- All families are different
- To celebrate my family
- To make a new friend

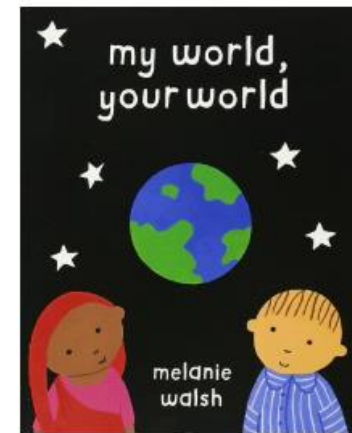
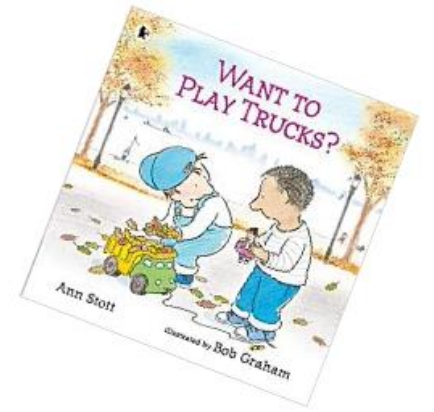
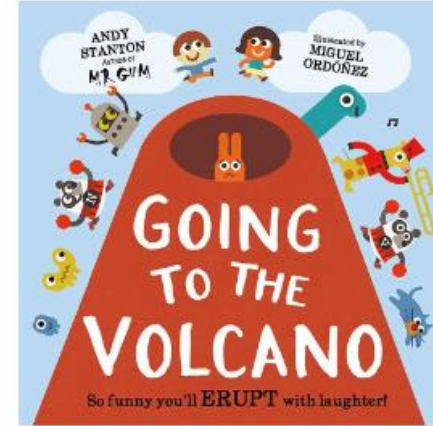
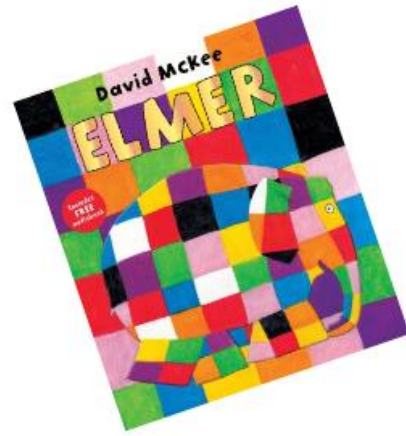


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Woodcot Primary School  
Happy Children  
High Standards

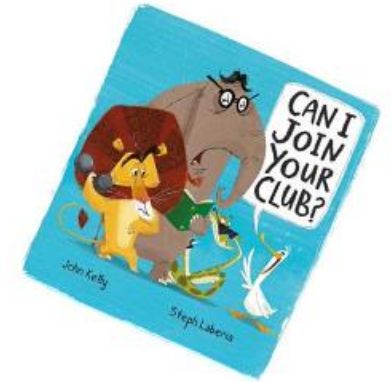
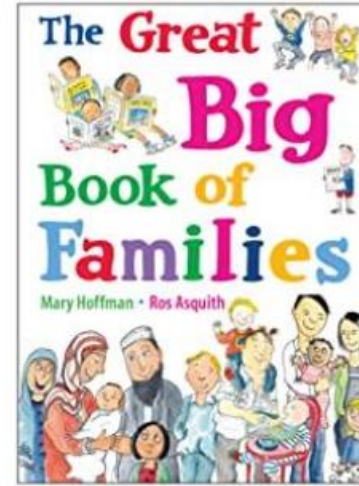
# Year 1

- I like the way I am
- To join in
- To find ways to play together
- Proud to be me
- I share the world with lots of people
- To work together



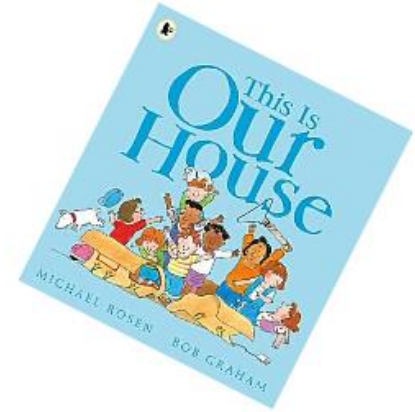
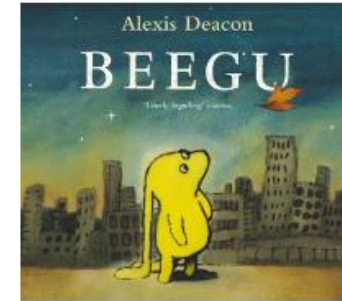
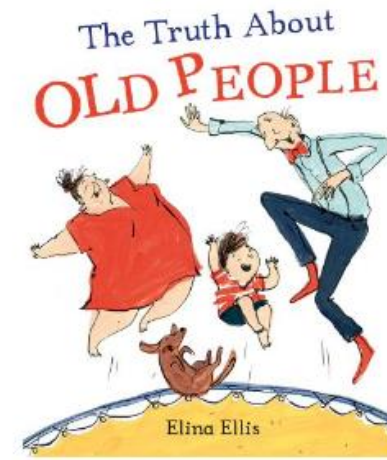
# Year 2

- 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 way
- To know I belong



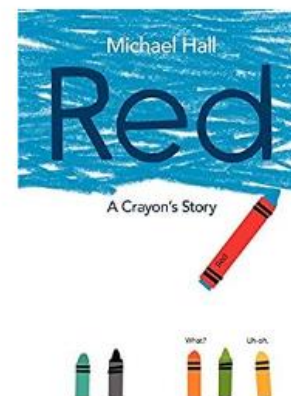
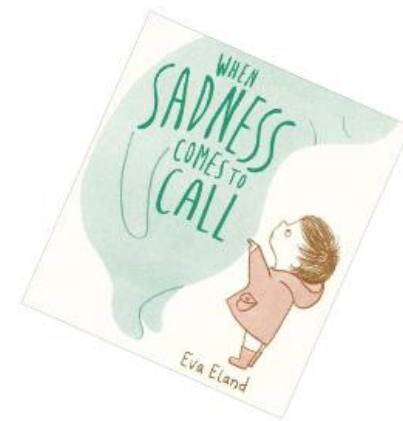
# Year 3

- 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



# Year 4

- To help someone accept difference
- To choose when to be assertive
- To be proud of who I am
- To choose common ground
- To look after my mental health
- To show acceptance

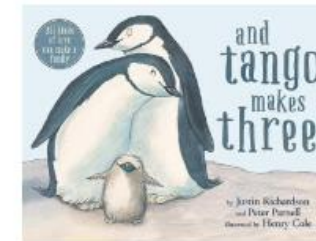
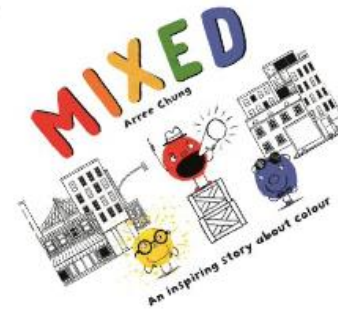
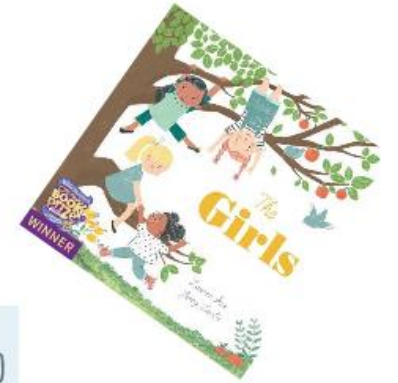
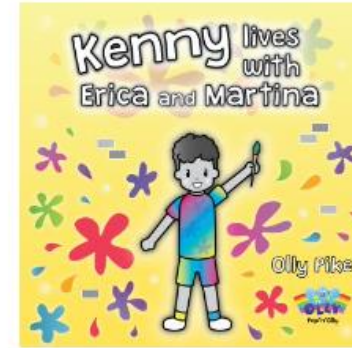


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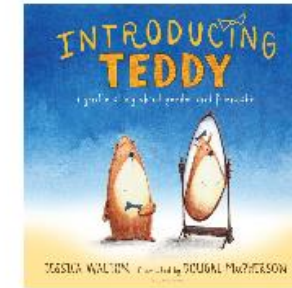
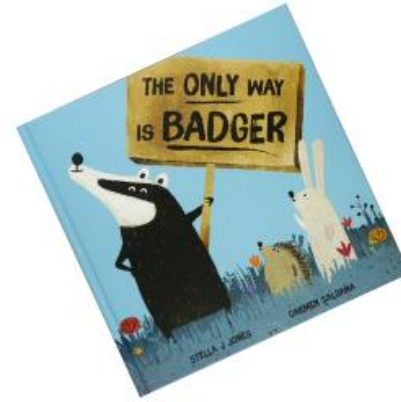
# Year 5

- To consider consequences
- To justify my actions
- To consider responses to racist behaviour
- To recognise when someone needs help
- To explore friendship
- To exchange dialogue and express an opinion



# Year 6

- To consider responses 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



# Sample lesson plan – Year 1

Learning objective – To find ways to play together

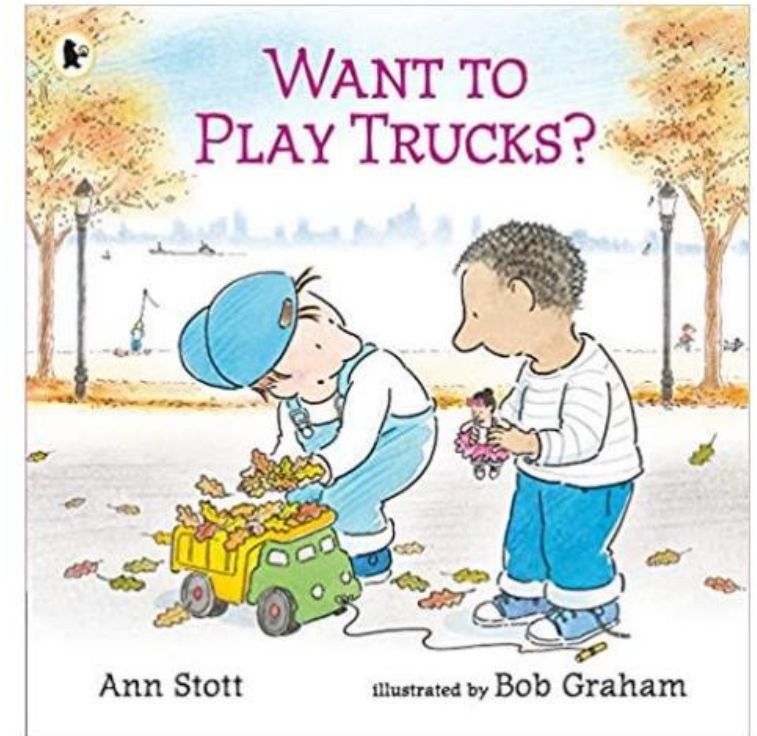
**Starter:** Children look at the front cover and discuss what they see and what they think the book is going to be about. Look at the two children, they're holding very different toys, can they play together? How?

**Main activity:** Read *Want to play trucks?* As we're reading, stop the children and discuss some of the key points from the story. How are the children's toys different? What can they agree on?

**Role play:** Give the children different toys. Encourage children to create a game out of the toys which combines them both. Discuss how this is challenging and celebrate successes!

**Plenary:** Children discuss the story and their experience of creating their game.

**How is this book about ensuring there are No Outsiders in our school?**



# Sample lesson plan – Year 4

Learning objective – To be proud of who I am

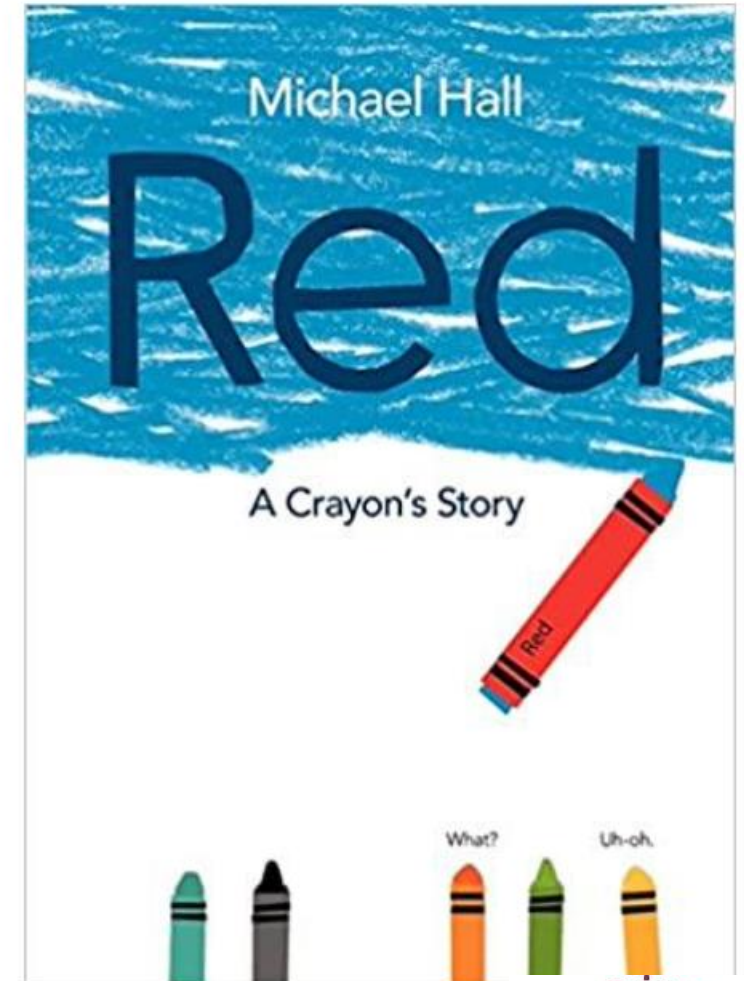
**Starter:** Children make a list of as many colours as they can. How many can we name?

**Main activity:** Read *Red: A Crayon's Story*. Children read the book and stop for discussion at certain points. Why did everyone think the crayon was red? What colour was he on the inside?

**Role play:** Children are given flash cards with lines from the book. Children read these to a character playing Red crayon. How does he feel after all these characters have given their advice? Children offer up new advice to Red which could make him feel proud to be himself.

**Plenary:** Children discuss how everything changes for Red. Who helped him? How can we make sure that everyone in our school feels proud to be themselves?

**How is this book about ensuring there are No Outsiders in our school?**



# Sample lesson plan – Year 6

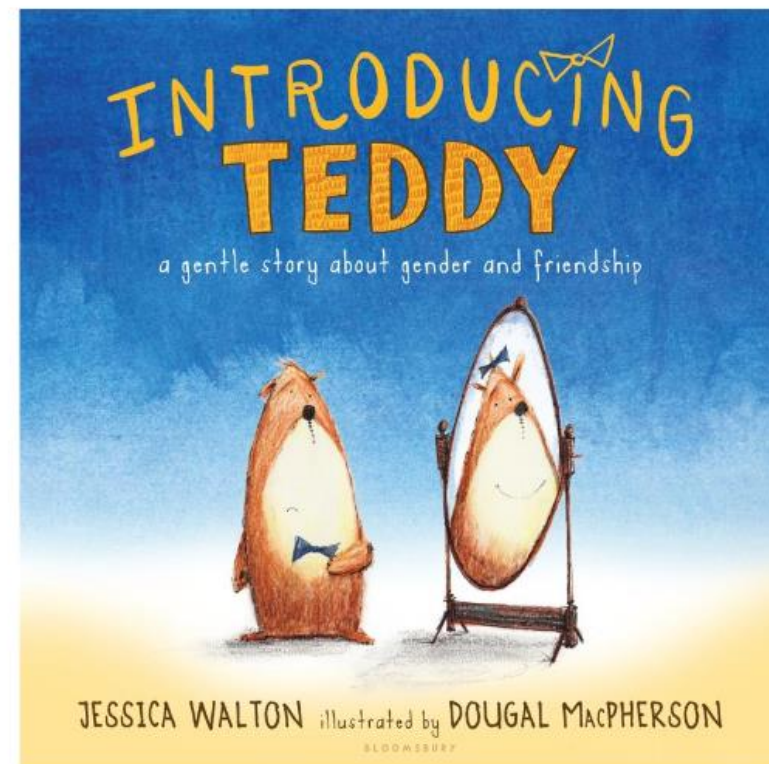
Learning objective – To show acceptance

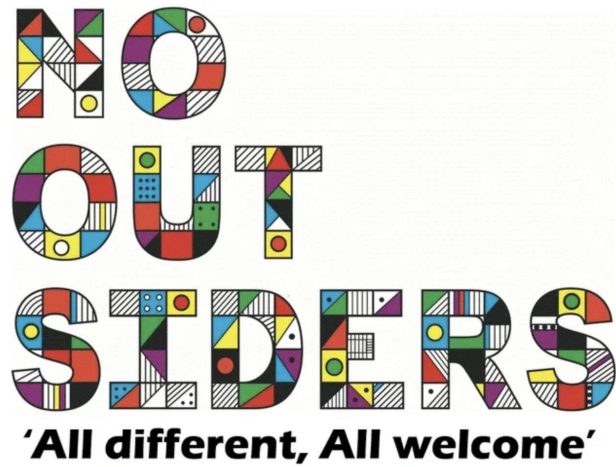
**Starter:** Children discuss what the word transgender means. Adults lead this discussion so that children clearly understand the meaning.

**Main activity:** Read and discuss the story. One day Thomas doesn't feel like playing, what does Errol do? Children discuss the story and make predictions about what is going to happen next. Children link this back to the language 'transgender'. How does Tilly feel at different parts of the story? Children write a letter to Tilly and think about how their words could affect her. Children think about how they can make sure that she doesn't feel like an outsider.

**Plenary:** Children discuss lessons from the book. Discussion about whether the book is about being transgender, or about friendship, acceptance and non-judgement.

**How is this book about ensuring there are No Outsiders in our school?**





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SIDERS**  
**'All different, All welcome'**

These lessons form part of our work throughout the school on equality, diversity and acceptance. The No outsiders curriculum forms part of our PSHE curriculum and supports other work we do in school to prepare children for life in Modern Britain and teaches the children British Values. By embracing these principles, our school will become a safer place for all, where no child or member of our community will be treated as an outsider.

***If you would like to see the books that we will be using, please come along to our No Outsiders open morning on Friday 3<sup>rd</sup> February at 9:00am.***